7. The committees formed by the Minister of Education to assess the purposes of education, the strengths and needs of the educational program, and to propose recommendations for improvement might well be duplicated in each province. The contributions from each province might then be channeled into the central committees, and recommendations for improvement would then be based upon the best thinking throughout the nation.

8. Inspectors (or supervisors) hold a key position in this process of communication for understanding. Special attention should be given to this function at future workshops for the Inspectors.

Summary Statements

The nine suggested imperative needs of secondary education are not all inclusive. Rather, they suggest one interpretation of some of the more pressing problems to be given careful consideration in the formulation of the second five year plan. The Secondary Education Committee may wish to prepare its own statement of imperative needs, and such an effort is recommended.

TECHNICAL ASSISTANCE AND COMMODITY SUPPORT

His Excellency, the Minister of Education, and other members of his staff have indicated to the Survey Team their interest in receiving assistance and support for desirable educational activities from friendly nations. The Royal Government wishes to make a maximum financial effort for education, but the need will exceed the extent of this effort. Therefore, assistance and support from friendly nations is encouraged.

With this assurance from the Ministry of Education, consideration is given herein to the translation of the Imperative Needs for secondary education into a suggested program for participant trainees, technical assistance, and for commodity support. Only general suggestions can be proprosed, and further specific analysis will have to be made as the program evolves. For example, commodity needs in support of a demonstration school can only be determined after the purposes of the school have been established, the nature of the program defined, and the teaching materials, equipment and supplies determined. However, it is important to give consideration to the overall pattern of support and that initial planning make provision for anticipated general needs, with the specifics to be determined at a later time.

Buildings and Equipment

The secondary education committee has requested assistance in the designing and construction of secondary school buildings. A

technician[1] should be provided for the designing of school buildings in keeping with the proposals previously outlined in this chapter. This technician should serve throughout the second five year plan, assisting in the design of buildings and rendering technical assistance in the development of those plans in selected parts of Afghanistan.

A minimum of two Afghan participant trainees should be selected and trained in school building construction and maintenance. If possible, one of these participants should be selected and trained during 1961, and assigned to work with the technician in 1962.

The technician will need commodities for his program, including equipment, materials, supplies, and travel facilities. In addition, commodities should be provided for the development of selected model or demonstration schools, preferably in connection with the Darul Mo'Allamein schools in the provinces. The technician and the commodities might also serve the proposed teacher training school for girls (See Chapter VII). If funds are available for assistance in the construction of one or more demonstration schools, it is suggested that:

1. The school or schools should be located in relation to one of the three provincial Darul Mo'Allamein Schools.

2. The curriculum could be experimental in nature, based upon
   (a) the objectives of secondary education for the community in which the school is located
   (b) a dual purpose curriculum for academic and vocational training
   (c) a pupil activity program

3. The administration of the program be a model for the suggestions and proposals contained in other sections of this chapter.

4. The supervisory program for the school demonstrated the philosophy and theory of supervision as suggested in other parts of this chapter.

5. The building be architectually designed as a model for secondary schools in Afghanistan.

Commodities should also be provided to the model Middle school, Ebn-e-Seena, and to the Kabul Darul Mo'Allamein. Consideration should be given to model health and sanitary facilities, classrooms designed and equipped to enhance the development of the experimental curridulum, and dormitory and cafeteria facilities.

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[1] One for both elementary and secondary education as noted in Chapter V and Chapter VII.

Educational Program - Curriculum

Two technicians should be provided throughout the five year plan, including the final year of the present five year plan. One should be a secondary school curriculum specialist, whose responsibility it would be to assist in the clarification and defining of objectives, and to render technical assistance in the translation of those objectives into a functional curriculum.[1] The second would be a continuation of the science technician rendering special assistance in teacher training and science program development. Chapter VIII emphasizes the need for assistance in the area of commercial and business education. There is only one commercial school in Afghanistan, and the demand for students trained in this field far exceeds the supply. Expansion and improvement of the product of this school is desirable, and requests have also been made for the introduction of commercial subjects, especially typing, in provincial secondary schools. A girls' commercial and business education program has also been proposed (See Chapter VII). Technical assistance should be rendered in this area of the secondary school curriculum, should the Ministry of Education wish to undertake this type of a program. Such a plan might be developed on an experimental basis in two or more secondary schools in the provinces.

Provision should be made for at least one participant trainee per year in the area of the secondary school curriculum.

Provision should also be made for commodities in support of the curriculum development program during each year of the program. It is suggested that this support be provided to those schools which are a part of the total project development receiving technical and contract assistance. This would be primarily Ebn-e-Seena, the four Darul Mo'Allameins, and secondary schools which may be used for practice teaching in connection with the Darul Mo'Allamein schools.

Ebn-e-Seena and the Kabul DMA are in strategical positions to serve all of Afghanistan. Students are assigned to these schools from all of the provinces in preparation for teacher training and in preparation for admission to the vocational education schools. It is recommended that duplicating equipment and supplies be provided for the preparation of teaching materials which might be used in other schools, and eventually be incorporated into textbook material. A school newspaper would carry the news about the program, student activities, and new teaching techniques to other schools throughout the nation. Messages about the school and its pupil activities could be sent to the parents in the various provinces. This would be one means for carrying the message about education to the people throughout the country.

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[1] See buildings and equipment, above.

Teacher Training, Pre and In-Service

Two teacher training technicians in secondary education should be provided throughout the five year period to 1966. One would serve the provincial Darul Mo'Allamein Schools and the Kabul Darul Mo' Allamein, and one would be primarily concerned with an in-service teacher training in the provinces on a year round basis. The work of these specialists should be coordinated under a contractual relationship in the area of teacher training.

Participant trainees in the area of teacher training will be very important. One should be provided for each technician from 1962 through 1964, with one each year thereafter who will assist those previously trained in carrying on the work after 1966. Two trainees should be appointed for the year 1961 and assigned to the technicians the following year.

Commodity support will be essential for the work of each technician, including means of travel in the provinces.

Leadership Observation

The entire program proposed in this chapter entails extensive and detailed self-analysis, educational planning, and program development. Many countries have worked at length with these same problems, and have found appropriate solutions for their respective countries. It would be desirable for Afghan educational leaders to have the opportunity to observe these ideas, to see how well they contribute to the educational needs of those countries, and how the programs have been organized and developed to meet those needs. Such information would be very valuable to Afghan educational leaders, not with the idea of transplanting the ideas or the programs to Afghanistan, but to utilize and adapt the best from these different countries to a significantly Afghan educational program.

It is suggested that two teams, with a friendly country technician, carefully plan for these visitations in terms of the work of (1) the Secondary Education Committee, (2) the study of the purposes for secondary education in Afghanistan, (3) the curriculum proposed to meet these objectives, and (4) the organization developed to administer the educational program. They will want to see and to study those aspects of the educational program in other countries which are directly related to the kinds of problems with which they are working in Afghanistan. It is suggested that two teams make such a trip in two years. The first might be concerned with the area of supervision. Members of the team might include the President of the Inspectors,[1] selected members from his staff in the Ministry of Education, a provincial director, and one or two inspectors from the provinces. The second team might include the President of Secondary Education,

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[1] This program should be correlated with the suggestions proposed in Chapter V.

another member from the Ministry of Education, one or two provincial directors, one or two inspectors, and one or two headmasters of lycees or secondary education. Some members of both teams should be selected from provinces other than Kabul.

Educational Administration

One technician in educational administration is suggested throughout the second five year program. It would be the responsibility of this person to render guidance and technical assistance for the administrative implementation of the total program.[1] His work would be closely related to the total educational effort in Afghanistan. Furthermore, it would be related to the work of the Ministry of Education to the extent that such services would be desired and approved.[2] Assistance would also be rendered in the area of in-service workshops for school administrators, in cooperation with the Institute of Education. Consideration should be given to the development of an internship program for the training of new headmasters.

One suggestion by an Afghan administrator is worthy of further study and consideration. The implementation for a program of curriculum improvement, administrative organization and supervision of instruction would be greatly enhanced if a technician could be provided, with Ministry of Education counterpart, in regions of the nation including two or three provinces. This proposal merits support by cooperating agencies and friendly countries.

Two participant trainees are suggested for each of the five years, and one for 1961. It is further suggested that one or more of these trainees specialize in the area of state or national administration, one or more in the area of provincial school administration, and that three or more specialize in the area of the principalship, or headmaster.

The technician will need to list the commodities which will be needed in support of the program. It is suggested that reproduction equipment be made available to him, together with secretarial assistance and clerical supplies. Transportation facilities will also be essential in connection with the in-service program in the provinces.

Supervision of Instruction

The President of Inspectors, Ministry of Education, has expressed interest in technical assistance in developing a service organization for the improvement of instruction throughout the country. It is therefore proposed that a technician specialist in supervision, be

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[1] See buildings and equipment, above.

[2] For additional discussion see Chapter V.

secured for the five year program. It would be the responsibility of this technician to assist the President of the Inspectors, to develop appropriate workshops for inspectors (supervisors) within the Ministry in cooperation with the Institute of Education, and to develop appropriate workshops for inspectors(supervisors) in the provinces.[1] Inspectors would be trained to assist the Institute of Education in workshops for teachers in-service, and to eventually carry on much of this work as a part of their regular duties for the improvement of the instructional program throughout the country. Effort would also be made to utilize the best contributions from the research projects of the Institute of Education, and from laboratory and model schools throughout the nation. It would become their responsibility to disseminate such contributions to all schools in the country.

It is proposed that one participant trainee be assigned during 1961, and that a minimum of two be assigned for each of the following five years. Such trainees might be selected from present inspectors, and from personnel who may be considered for appointment as inspectors.

Essential commodities would need to be provided to the technician, and he should designate the types and quantities needed for each of the five years of the project.

<u>Training of Administrators, Pre and In-Service</u>

The pre-training of school administrators, including internships, should be the responsibility of the Institute of Education. A technician in training programs for school administrators should be added to the staff of the Institute to initiate and develop this program. It would also be his responsibility to work with the Ministry of Education in the development of in-service workshops for school administrators in the several provinces.

It is suggested that one participant be appointed in 1961, and that a minimum of two be appointed for each of the five years. Selection should be made from present headmasters, assistant headmasters, prospective appointees to positions as headmasters, and from headmistresses (See Chapter VII).

Appropriate commodities will be essential, including means of transportation to the various provinces in conducting the in-service workshops.

<u>Committee on Secondary Education</u>

The responsibility of the Committee on Secondary Education becomes a very heavy one if the recommendations of this report are to be implemented. The assistance of previously considered technicians

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1 See buildings and equipment, above.

in both secondary education and in school administration can render many valuable services in this program. Commodities will be essential to provide the committee with fullest possible support. This will be especially true if the decision is made to enlist the cooperation of provincial directors and their staffs in an analysis of needs in secondary education, and the desired program essential to meet those needs. Reproduction equipment, supplies, and secretarial and clerical assistance would be essential.

The Institute of Education

The Institute of Education, and its cooperating agency, Teachers College, Columbia University, have rendered a very valuable service to Afghanistan in the few years of its existance. It is to be commended on the program, and on the progress which has been made. The exact role of The Institute in the future should be studied carefully in terms of appropriate responsibilities on the part of the Institute and on the part of the Ministry of Education. The following items represent ideas that might be explored in a study of this problem:

1. There should be an assessment of the role and responsibility of the Institute for the future. Consideration should be given to delimiting its responsibilities in order to make a maximum effort in selected areas. Acceptance of all requests for services could spread its work over too many areas, and its primary function would become limited in both scope and quality.

2. The activities of the Institute have been particularly valuable in the area of teacher training, and for in-service training of teachers. These activities should be continued and expanded. All in-service activities should be closely coordinated with the work of the Ministry of Education, and with other contract and direct hire technicians who have a contribution to render in this area.

3. A great need exists for the training of headmasters and school administrators. The work of theInstitute should be extended to include training programs for school administrators, internships for school administrators, and in-service programs and workshops for school administrators throughout the provinces. The in-service program should be developed in close cooperation with the Ministry of Education, and with other contract and direct technicians who have a contribution to render in this area.

4. A subdivision of the Institute of Education should be developed which would be concerned with research and service.

   Research should be carried on in the areas of curriculum improvement, methods of teaching in Afghan institutions to Afghan children, and in many related areas.

Special services need to be rendered to the Ministry of Education and to the schools of Afghanistan. National, Provincial, and local educational problems continually arise which should have special study and analysis. Requests for the services of the Institute have increased at a rapid rate during the past year, and such requests for services outside of the teacher and administrator training program should be channeled through the Division (or Department, or Bureau) of Educational Research and Service. Acceptance of such requests for service should be based upon the importance of the problem, and upon the available manpower to produce a quality product within reasonable time limitations.

There is a need for a research agency, and for a service bureau. As suggested above, this might be one major area or subdivision of the Institute of Education.

5. The value of research projects, and the contribution which they have to make to the improvement of education throughout the nation, can only be realized to the extent that educational leaders become aware of these contributions, understand them, and are able to use them in the areas of their respective responsibilities. Therefore, it is suggested that the Institute of Education accept as one of its responsibilities one or more of the following:

    a. Develop an annual workshop for members of the Ministry of Education to acquaint them with the work of the Institute, its findings, and its proposals for improvement based upon research during the past year.

    b. One or two days of the annual workshop for Provincial Directors of Education might be devoted to reports on progress and development in teacher training, to the research and service activities of the Institute, and to the activities and programs of special schools, such as the community schools, the laboratory schools, and others.

    c. Other workshops should be developed as may be appropriate to interpret the work and activities of the Institute, and for the appropriate dissemination of information which may be of significance to individuals, groups, workshops, and institutions.

SUMMARY STATEMENT

The preceeding nine imperative needs of secondary education have been suggested by the Afghan School Administrators through an analysis of their problems and suggestions for program improvement. The writer assumes complete responsibility for the organization and statement of the imperative needs. They do represent his best judgment with reference to an evaluation of the interviews with

educational leaders, and through his observation of actual school conditions. It now becomes the responsibility of the Afghan educational leaders to evaluate these needs, to amend the statements in ways appropriate to them, and to initiate a plan which will help them to realize an action program for the long range improvement of secondary education in terms of Afghan needs.

CHAPTER VII

THE EDUCATION OF WOMEN IN AFGHANISTAN

PROGRESS, PROBLEMS AND POSSIBILITIES

Introduction

The purpose of this section of the report is three-fold: (1) analyze the progress that has been made in providing girls and women of the Nation opportunities for education, (2) identify some of the more pressing problems, and (3) suggest areas for improvement or extension of education programs for Afghan girls and women which seem most promising or are most urgently needed.

There have been several previous reports on Afghanistan's educational problems and system of public instruction, but this marks the first time that a member of a survey team has been assigned to the exclusive study of the education of women. That fact is a reflection of the genuine interest and present support that the Royal Afghan Government, through its Ministry of Education, is giving today to the subject. It places a large responsibility upon the individual thus assigned.

Within the brief period of our visit, it has been possible to journey to some of the Provinces, to visit in many but not all of the nation's schools and related institutions. Yet because, Afghan hosts were without exception cordial and cooperative in the extreme--from the venerable turbaned and bearded gatemen at the walled entrance of every school to the charming and remarkably young women principals, who invariably hurried out into the compound to bid us welcome--it was possible to crowd much in the short time and to obtain the data necessary for this survey. What insights were gained in the many pleasant interviews are due to the swift, frank responses to all queries, sometimes on complex or sensitive issues, always willingly and patiently explained. These Afghan qualities made communication easy in spite of language barriers, and helped this reporter to separate out strands that would otherwise have seemed too tightly woven to unravel, or comprehend.

What follows is not intended to be an exhaustive analysis of all aspects of women's education in Afghanistan, for in the words of Wrinkle:

> much of what has been said about improving the curriculum, improved teacher education, improved materials and so on (in boys' schools) applies equally to the girls' schools. Afghanistan critically needs to provide more and better educational opportunity

and semi-skilled manpower. The construction of vocational schools to meet these needs has been noteworthy, and the nature and extent of the programs should make a material contribution to the future development of the country. Agricultural, technical, and mechanical schools have been developed in Kabul, with provisions for the admission of students from all provinces. In addition, mechanical schools have been opened in Kandahar and in the Pakita and the industrial school which burned a few years ago has been reopened.

Planning Committees

The strength of the educational program in Afghanistan is directly related to the creative thinking and ability of the members of the Ministry of Education and of the school leaders in the various provinces. The formation of the planning committees represents one of the first efforts to pool these resources in an assessment of the needs of education and the planning of a program.

The Second Five Year Plan

With two years remaining in the present five year plan, steps have already been initiated to develop the basic essentials for the second five year plan. This will provide for the evaluation of the outcomes of the first five year plan, the identification of new and continuing needs for program improvement, and for needed continuity in program improvement.

Accompanying the strengths of any good program are areas in which further improvement is to be desired, and toward which the resources of the nation must be directed. Basically, this report is concerned with an analysis of the problems related to these major areas and the steps which Afghanistan may wish to consider in planning the second five year plan for improvement of the educational program.

for girls from the primary school level through the Faculty for Women of the University of Kabul.[1]

In the present study, similarly, a large number of the problems and needs described in previous chapters exist in the girls' schools as well. It would serve no purpose to merely reiterate them here. The generalization that Wrinkle made as to "critical need" for "more and better educational opportunity for girls" at all levels of instruction is as true in 1959 as it was in 1956 when he completed his survey. Attention will be focused, in the pages that follow, upon those aspects of Afghan women's education characteristic of or peculiar to it. It is hoped that by so doing it will be possible to arrive at a fair appraisal and realistic expectations. To date, studies have been devoted almost exclusively to men and boys. When references have been made to education of girls these are usually in comparative terms and viewed from within the framework of the boys' school system. For example:

> The education of girls and young women has lagged far behind that of males of the same age groups. The number of schools for girls and the enrollment in them are summarized in Table I. Although progress is being made toward equality of educational opportunity for women, it is evident that it will be many years before that worthy objective is reached.[2]

The above succint summary, under the subject head, <u>Girls Schools</u> is, while literally true, an unintentionally misleading statement of the case. The comparison is inevitably an invidious one, of two groups in different culture context. Evaluation of progress or lack of it for Afghan girls and women if attempted in terms of an ideal of equality commits the error of projection of values foreign to the nation being studied. If an appraisal of needs in the area of girls' and women's education is to be objective it must be made not only from within the context of Afghan society but in its own terms and with due regard to those factors which have conditioned its growth and development.

The UNESCO Mission report[3] of a decade ago to the Royal Government of Afghanistan has been chosen as a logical base-line from which to study the progress that has been made in the education of girls and women. In a chapter with that title, the authors open by sounding a note of alarm:

> "The Mission cannot mince words on this issue and still discharge its duty faithfully to the Royal Government of Afghanistan. Either the country must educate its girls in the elementary and secondary schools, must train women teachers, must provide adult

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1 William L. Wrinkle, An Analysis and Evaluation of the Afghanistan United States Cooperative Program in Education with Recommendations. 1956. Mimeographed. p. 38.

2 Carl S. Vestling, Ross J. Martin, Donald L. Kemmerer, M.B. Russell, <u>The University of Afghanistan, An Evaluation.</u> Typescript. 1959. p. 38,39

3 Report of the Mission to Afghanistan, UNESCO, 1952, Paris, p. 14-16

and technical education for women, and must give some of its outstanding women university education at home or abroad; or it must resign itself to a backward status economically, socially, and culturally, in relation to its near neighbors, to other countries of the Islamic world, and to modern states everywhere. There is no other solution."

The facts as set forth on the number of pupils attending schools at the time (1948) and the levels of education were stated as follows in the same document:

"Today there are only 3,000 girls in school in Afghanistan. This probably means less than one girl in 200. There are six schools for girls, two of which are called secondary--but these have most of their pupils in the first six, indeed in the first three classes. There is no institution for training women teachers in the country and no present arrangement for women to secure higher or technical education except in secondary schools."

Changes that have occurred in the intervening years visibly alter the situation as described by the UNESCO Mission. These changes are presented below.

Part One

Pupil Population

The growth in the number of girls in school in Afghanistan since 1948 from first grade through college may be seen on Table 7.1.[1]

In seven years (1951 - 1958) the pupil population of girl's schools rose from 3,000 to 14,036, an increase of more than 450 percent. During the same years, the total school population increased at the rate of somewhat less than 150 percent, that is from 98,743 in 1951, to 155,014 in 1958.

In Kabul, where acceptance of the idea of public instruction for girls has traditionally been more widespread than in some other urban centers, the story of one school's growth may serve as an illustration of increased public support. The school, Rabia Balchi, now known as a secondary school, includes elementary grades (1-6), middle school (7-9), and secondary (10-12). The Headmaster supplied the statistics and the pictographs (See Tables 7.2, 7.3).

In 1948 the total student group numbered 160 but by 1959 it had increased 947.5 percent to a total of 1,676 girls. The rate of change is the more significant when seen against the increase of pupil

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[1] Richard E. Spencer and Abdul Ali, Educational Statistics of Afghanistan as of 1958, 1337, Mimeo, unpaged. (The period 1951-1959 is used since statistics on schools pre 1951 are not available.)

TABLE 7.1

NUMBER OF GIRLS IN SCHOOL

Type of School	1951	1958	1959
Rural Grades 1-3	0	224	
Elementary Grades 1-6	5,048	12,022	
Middle Grades 7-9	202	1,427	
High School Grades 10-12	81	299	
College Grades 13-17	40	64	106
TOTAL	5,371	14,036	106

Source: Abdul Ali, Director of Statistics, Ministry of Education

NUMBER OF GIRL STUDENTS

AT

RABIA BALCHI SCHOOL

1327 - 1338 1948 - 1959

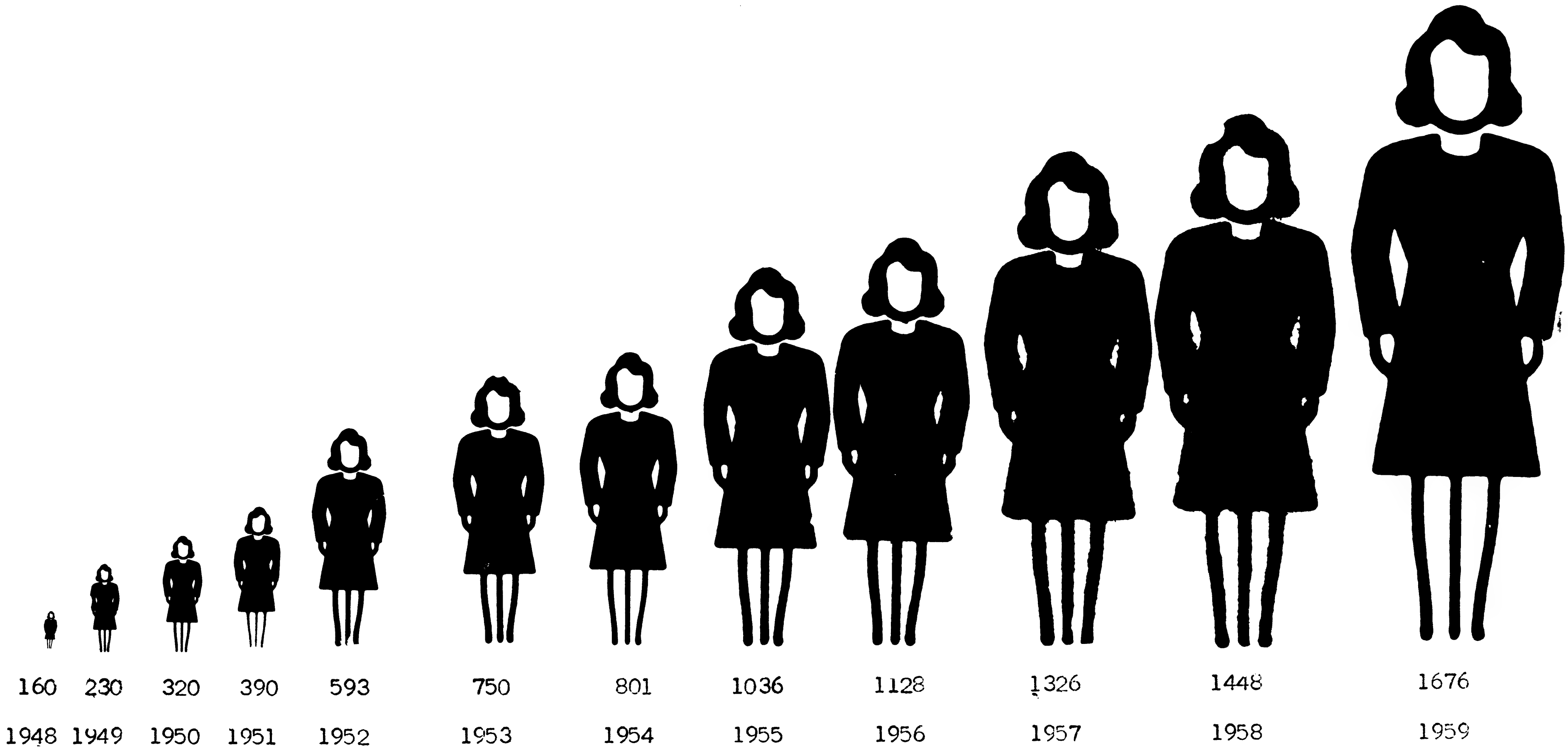


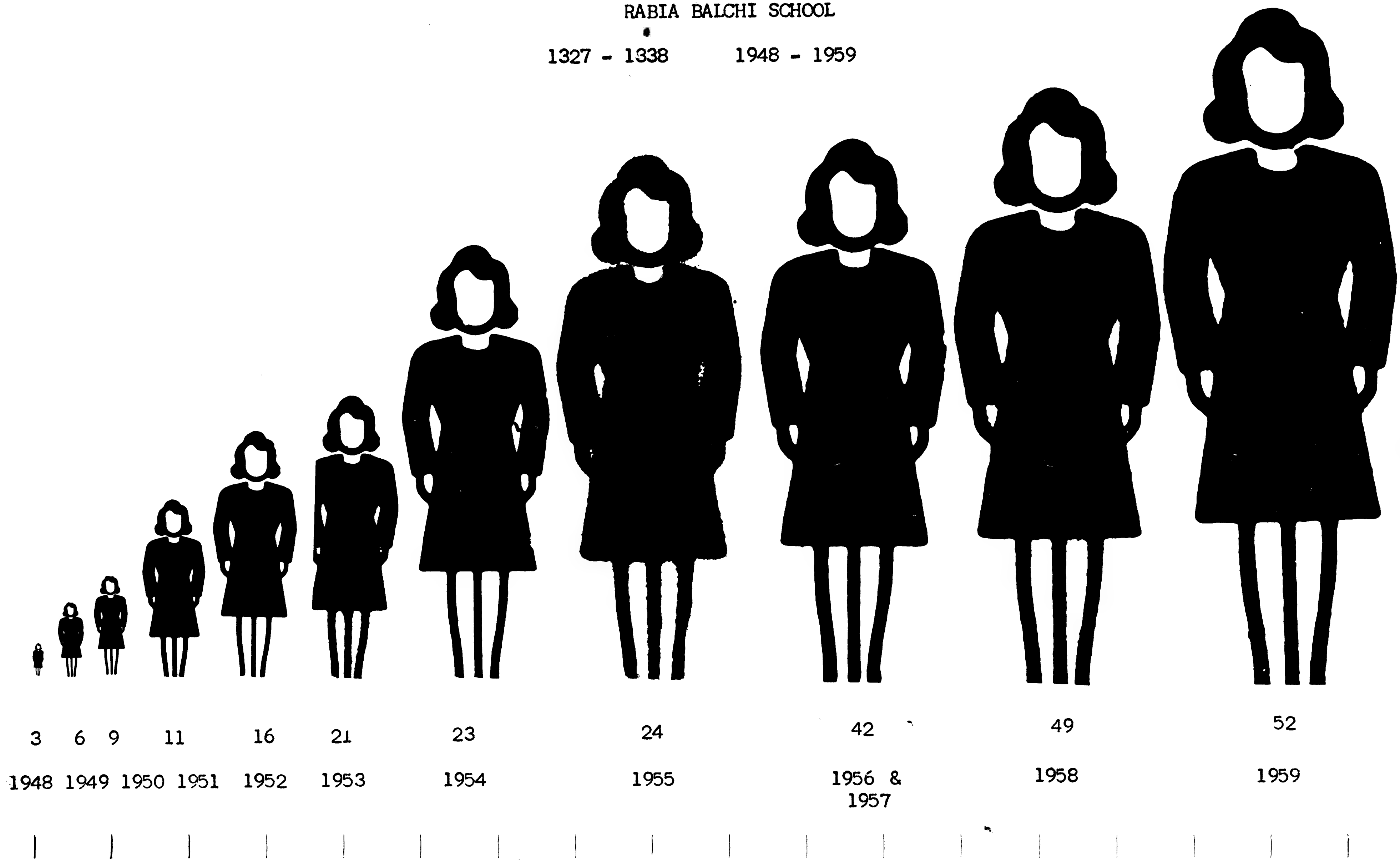
Table 7.3

NUMBER OF FEMALE TEACHERS

AT

RABIA BALCHI SCHOOL

1327 - 1338 1948 - 1959



population as a whole. In 1948 there was a total of 10,000 students including boys and girls in the schools of the nation. By 1958, the total had grown to 15,500 or an increase of only slightly more than 50 percent as compared with the 947.5 percent rate of increase in Rabia Balchi School. In the latter it should be pointed out, growth in number of pupils was less evenly distributed than the pictograph suggests. The years 1952, 1955, 1957, and 1959 appear to have been periods in which registration spurted ahead of the normal yearly progression. These peaks, however, occur with a degree of regularity both as to intervals of time and rate of increase as to suggest spiralling community response to the school.

In summary, whereas the relatively sharp rise in the number of girls in the total school population should be minimized in light of the small number who were in school in 1948 when the UNESCO Mission made its report--yet, progress there was; substantially more girls than ever before were being permitted by their parents to go to public school.

More Girls' Schools at all Levels

In the very year that the UNESCO Team reported that there was (in 1948) "no present arrangement for women to secure higher or technical education except in secondary schools," and perhaps in response to their stimulus, University education was opened to women of Afghanistan for the first time. Kabul University took a major step forward and established a Women's Faculty comprising two departments, in Letters and in Science. In 1959 a Women's Faculty of Medicine was established and a total of 58 students enrolled. In the seven years after the first women students entered the University there have been seventy-four graduates. This figure compares rather favorably with the total number of men in the Science Faculty who were graduated, 162, during a period almost double the time, or from 1946 - 1958.[1]

On the level of secondary schools only one has been added in ten years. This represents the area of least progress. However, by 1960 two middle schools, Mehry in Herat, and Bilquis, in Kabul, will have added a tenth grade and thereby become secondary schools, bringing the total to five.

In contrast, at the elementary level there were steady additions to the original four girls' schools in 1948 so that by 1959 the total was twenty-two. The village or rural school did not exist for girls until 1957. Largely as a result of the efforts of the Provincial Directors' and their response to the Five Year Plan and to a certain

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[1] Ibid.

TABLE 7.4

NUMBER OF GIRLS' SCHOOLS

1951 - 1959

VILLAGE SCHOOLS	ELEMENTARY SCHOOLS	MIDDLE	LYCEES	FACULTIES OF THE UNIVERSITY	TOTAL	YEARS
-	9	-	2	1	12	1951
-	11	1	2	1	15	1952
-	12	1	2	1	16	1953
-	13	1	2	1	17	1954
-	13	2	2	1	18	1955
-	16	2	2	1	21	1956
4	18,	4	2	2	30	1957
3	20	4	3	2	32	1958
21	22	5	3	3	54	1959

Source: Spencer, Op. Cit.

extent also because of changing parental attitudes, this beginner's step of the educational ladder has been swiftly added. In three years' time, in five widely distributed provinces (Kabul, Paktia, Parwan, Maimana and Shabirghan) twenty-one village schools for girls have come into being. (See Table 7.4)

These evidences of progress in both the increase in numbers of girls' schools and opportunity for more advanced levels of education in recent years should not obscure the debit side of the ledger. At the risk of introducing deficits in that portion of the report headed PROGRESS, it must be pointed out that in several provinces little or no change can be observed. For example, the province of Girishk and Paktia have each only one girls' village school; four provinces, Farah, Ghazni, Badakshan, and Nangarhar each have only one elementary and one village school for girls. (See Table 7.5)

Teacher Education Moves Forward

Teacher education for women has also made progress since the UNESCO Mission observed in 1948 that "There is no institution for training women teachers in the country." For although that fact is still the case, insofar as pre-service education is concerned (there is no girls' Darul Mo'Allamein anywhere in Afghanistan) there is a program designed to improve the quality of instruction of women teachers already in service. Responsibility for this has been carried along with in-service education for men by the Institute of Education. Before describing the nature of that program and its progress together with the notable rise in numbers of Afghan women teachers, a few facts should be given which bring into focus the slow development of effort in the area of pre-service training.

1. The advent of women teachers is a relatively recent event. At the time of the UNESCO report, women were just beginning to replace men as instructors in schools for girls.

2. There has been a tendency to accept as teachers individuals with a minimum of education. Any young woman was employed as a teacher who had completed formal schooling or the equivilent just one year beyond that of the pupils in her charge. This is no longer typical. Except for teachers of village schools, an increasing number of women entering the teaching field have additional years of education.

3. Since women teachers often had little more education than their students, the pressing need and therefore the direction of effort has been to raise the education level of girls' schools. There has been no comparable attention given to prospective teachers' pre-service education. The former has been achieved to a noticable extent in Kabul City and less so in Provinces where there is as yet little schooling

beyond Grade 6. There are a growing number of Kabul women teachers who have passed 9th to 12th grade. This fact was evident in the first Winter-Session Workshop for elementary school women teachers in 1958. Of the seventy-three participants, only two had as little as six years of school, and only eight others had been through no further than eighth grade. On the other hand fifty percent of the group had completed Middle School or the equivalent, one third were either 10th, 11th or 12th grade passed students, and one who had studied at the University.

No small credit for this development goes to the Ministry of Education, for through its persistent efforts women already teaching were encouraged to continue with their own education. Before the Five Year Plan, those responsible for educational policy recognized that special measures would have to be taken, e.g.

> In order to raise the professional standards of the existing women school teachers, the Ministry of Education launched an intensive course of training lasting three years. Graduates of this course have succeeded in reaching the standards of middle passed girl students. They have rejoined their posts and are now doing excellent work.[1]

4. Although no Darul Mo'Allamein has been established for the training of women teachers to date, several exploratory efforts have been made by the Ministry to determine at different times whether the idea would receive support; that is, whether girls of secondary school-age would be interested in a high school with emphasis upon preparation for teaching. The explorations and preliminary actions have on the whole brought negative results. Sporadic attempts have also been made in the last five years to introduce into the academic curriculum of a lycee random courses related directly or indirectly to preparation for teachers, e.g. child care, methods of teaching. These also met with little or no enthusiasm and were dropped. During this year, 1959, the Ministry has given its approval to courses in child development for 12th grade girls. This subject is now being taught at two Lycees, Zarghuna and Malalai. It is regarded as a pre-professional course and is a required subject.

The complex of issues underlying the apparent indifference or resistance to pre-professional courses and to having an institution expressly organized to prepare young women for teaching will be treated in the second part of this report. The background just sketched of

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[1] The Royal Afghan Ministry of Education, Education in Afghanistan, p. 54. The quotation is a little misleading. Teachers continued with their teaching while they were attending afternoon classes at Zarghuna Secondary School. (1952-1955)

developments around the issue of pre-service education is important for an understanding of the status quo. These facts are of even greater importance in planning for the future.

In-service programs for Afghanistan's women teachers are reported to have had considerable success in terms of participation and expanding support. In the beginning an effort was made to involve teachers in different sections of the Country. Five-day workshops were tried in such relatively remote urban centers as Mazar-i-Sharif in the north and Kunduz on the northeast. Major energy and attention since then have been given almost exclusively to the Kabul Area. Decisions for policies have been and are now the responsibility of the Ministry of Education. Planning and leadership have been and are the responsibility of the Institute of Education under the direction of a specialist in Women's Education, and her counterpart, a member of the Ministry. Their work to develop in-service programs began on a modest scale with a series of five monthly meetings. The participants were teachers, directresses and headmistresses representing on a purely voluntary basis four elementary and secondary schools. The caliber of the group and the seriousness with which they approached their task as leaders may be judged by the notes[1] on the first meeting:

> Although they showed interest in such areas as child study, methods of teaching and materials of instruction, their deepest concern seemed to center around . . . problems concerned with the meaning of education rather than with methodology.

Discussions evolved around such questions as:

1. What does it mean to be educated? Do educated people have special responsibilities?

2. What will it mean to Afghanistan to have many educated women? What differences will it make in the way we live?

3. How can we help parents to value education for their daughters and to accept education women as important for the development of Afghanistan?

4. What kinds of education should women have? Should their education be like that of men?

5. What does it mean to be a member of the teaching profession? What are the responsibilities of a teacher? How should a teacher be educated? How can I get the kind of education a teacher needs? How do teachers work together to improve school programs?

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[1] Ruth L. Smith, Terminal Report, Education for Women in Afghanistan, Institute of Education, University of Kabul, December 1957.

CHAPTER IV

GUIDELINES FOR THE STUDY

A professional project such as this study rests on a wide variety of principles, understandings, and concepts. Some of these bases were shared by members of the Team at the beginning of the study. Others emerged during the work period. A number of these principles, understandings and concepts are presented here to illustrate the relationship between the technical elements of the report and such bases. For example, a person who has substantial faith in the potential of indigenous cultural forces is not likely to recommend a program involving the transplanting of institutions or processes.

Some of the guidelines used by the Team follow:

A. With respect to the conditions under which development best takes place:
   1. Improvement in educational programs can usually be accomplished through the use of existing agencies and groups.
   2. When possible, persons who will be affected by a solution of a problem should share the responsibility for devising the solution.
   3. In most educational situations it is possible to make significant improvements at little or no cost.
   4. Creating maximum interaction among persons concerned with a problem generally improves the chances that a creative answer will be found.

B. With respect to the kind of study that has value:
   1. Studies such as this one are improved when as many persons and groups as possible are contacted and interviewed.
   2. While a reasonable emphasis on evaluative comments is consistent with the purpose of the study, the major emphasis should be on analysis of basic data.
   3. The emphases should be on programs and principles.
   4. The basic purpose of a study of this type is to promote sound development, not merely to emphasize change.
   5. A study of this type cannot adequately indicate the rate of development of a program or programs.
   6. The recommendations of a study should be "open-ended," i.e., they should lead to further study and evaluation as needed.
   7. While the degree of specificity of recommendations depends on the problem being considered, studies of this type generally are most useful if the recommendations are fairly comprehensive in nature.
   8. Recommendations should be suggestive; they should not impose a direct obligation on any individual or agency.
   9. Studies of this type are more valuable if the various areas are closely related; however, it is not necessary to devise relationships.
   10. An adequate study does more than develop contrasts between existing situations and the "ideal" situation; it emphasizes ways of making changes.

That was three years ago. The penetrating questions and the free spirit of inquiry with which the women teachers pursued them at the time and since is a tribute to all concerned.

Following three successful meetings a Winter Workshop for women teachers was held the next year. To it were attracted seventy-three persons representing more than one half the total teacher population in ten schools. Following a pattern of in-service education already successfully established for men teachers, attendance was required five days a week, for eight weeks. There were adjustments required, but none of these were seen as obstacles. The women teachers did not live in, but came to the workshop every day. Since there was no girls' laboratory school to use for demonstration purposes, two laboratory school men teachers and two class groups of boys were organized for that purpose. To each master teacher two women assistants were assigned. The latter received credit for their work as assistants. The first year's curriculum included courses in Human Growth, an Introduction to the Study of Children; The Learning Process; a general course in Methods and Materials for Teaching Science, Math, Pushtu and Persian; and a class in English. The entire project represented a degree of professional cooperation never before attempted or achieved.

On successful completion of the courses taken during three such Winter Workshops the participant received credit for one year's schoolwork and a certificate. Thus at the same time teachers were able to advance the level of their professional competence as well as their academic education, from 10th class through 12th grade.

Registrants in advance of the forthcoming second Winter Workshop total 169, or more than twice the number who attended in 1958. Participation, as from the beginning, is on a voluntary basis. It is, therefore, significant that with registrants for this workshop representing thirteen schools, (including the Women's Welfare Society) there should be as many as 24 teachers from one single institution who have signified their intention to attend, and that there are no less than three teachers from any school. The latter represented by Aino School, with the smallest enrollment of seven teachers and the former Rabia Balchi with the most applicants, 45. Thus in all instances a large proportion of the total staff have responded to an opportunity for professional education.

In addition to Workshops, the Ministry has provided over a period of several years, on-the-job teacher education in the persons of foreign women specialists in the fields of Industrial Arts, Handcraft, Nutrition, Recreation, Health Education and Curriculum. They have come to Afghanistan through ICA, UNESCO, and Asia Foundation and have served as consultants to the Ministry of Education, at the same time working in the schools. And although each one has evolved his own program and working plan, all have

demonstrated new methods and skills by teaching, in the preparation of materials and in training and sharing responsibility with an Afghan colleague and counterpart.

Year-round after-school courses for women teachers have also been gaining acceptance. Specialists from various agencies, such as those just mentioned have made signal contributions. This year in-service courses for women teachers are coordinated with the Winter Session Workshop and credit toward salary increment is earned on successful completion of course work. In 1958-59, courses included Health and Physical Education, Methods of teaching Mathematics and Education for Afghan Citizenship. The Ministry has recently given its approval to the establishment of two special classes--a special class in tests and measurements for a small group of qualified women and a teacher education class in English.

It is too early to measure success of the course-work in terms of evidence of change in quality of teaching back in the classrooms. But it is not inaccurate to say that if interest and participation are valid measures of how courses are being accepted by women teachers the idea of giving time to professional advancement is taking hold. The Teaching of Mathematics class, for example, had a registration for forty with excellent record of attendance and the Health and Physical Education class which literally required active participation, had a group of women totalling thirty-eight. Students in these classes as well as the Workshop received instruction without having to pay a fee and earned credit toward their academic and professional advancement upon successful completion of each course.

Participation In a Professional World

At this writing there are several indications that Afghan women teachers are beginning to take a more active and direct role in the professional life of their Country. Three examples come to mind:

1. Teachers' Day

   October 25, 1959, marked the second annual observance of a day designated to honor the teachers of Afghanistan. Appropriate events are planned in each locality, including student performances, the presentation of awards to individuals for outstanding achievement, ceremonies, speech-making and open-house at the schools for alumni, parents, friends and pupils. Special publications devoted to the subject of the importance of teachers are also prepared by students and teachers in major cities.

In Kabul, this year as last, girls' schools as well as boys' were decorated with bunting and after dark aglow with festive colored outdoor lights. The girls carried through the round of planned events appropriate to the occasion. But, this year for the

first time, women teachers as well as men attended the ceremonies held in the large outdoor stadium in the Jeshan Grounds. Of the over 1,000 in the audience one third were women teachers. Among the honored guests seated on the platform were eight women educators. The Directress of a girls' lycee was one of the speakers.

In Herat, just prior to Teachers' Day, the Provincial Director graciously presented the writer with a copy of the special issue of their local publication called The Teachers' Day Magazine. The contents included twenty items--short articles, essays, poems and stories. Six of these had been written by women contributors--students, headmistresses and teachers in Herat Schools.

2. Travel and Study Abroad

Less than a fortnight ago two Afghan women educators, the Directress of Elementary Girls' Schools, and the Directress of the Women's Institute, departed for a year of study in the United States. Within perhaps three months of this time also, the Headmistresses of two of the larger Lycees or Secondary Schools, Malalai and Zarghuna, had returned from study and travel abroad, one from France, the other, the United States. This process is a relatively recent and significant development.

3. Planning for Afghan Education

In June 1959 the chief of the Education Division of I.C.A. in Afghanistan wrote of the many persons who had expressed "the need to have systematic planning and coordination of the assistance being given Afghan Education by the several different aid agencies functioning in Afghanistan."[1] In cooperation with the Ministry, six working groups or committees were created to define needs and possible projects in elementary and secondary education "without regard to whether UNESCO, Asia Foundation, the German Technical Group, USIS, or ICA or combinations thereof, . . . might be asked to provide the assistance." The committee on Education for Women, chaired by the Director of Secondary Education, included at the planning level for the first time Afghan women in leadership positions in education as well as men. The former participated ably and contributed in a fundamental way to both the analysis of needs in girls' schools and the discussions of plans for the improvement of women's education. It was quite apparent that the insights based on experience of practitioners added a reality dimension to the meetings. It has been proposed that after the specific objectives have been reached for which the committee was organized that it continue in an advisory capacity to His Excellency, Dr. Ali Ahmed Popol, Minister of Education. In this, the writer heartily concurs.

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[1] H. Emmett Brown, Planning for Afghan Education, p.1

Conditioning Factors in the Culture

The foregoing summary of changes over a decade, by no means exhausts the bill of particulars. Illustrations that have been presented are indicative of some of the mile posts that mark the road of education for girls and women of Afghanistan. The reader is reminded, however, that these developments have taken place mainly in the Capital City. Most Afghan girls and women are remote from if not totally unaware of the developments described. The overwhelming majority have had no education whatsoever and from early childhood work in the home, the fields, in the pastures, or at the carpet looms. In the latter the conditions are not unlike those in other countries before the advent and enforcement of compulsory education and child labor laws. Economic necessity, although extremely important, is only one aspect of the total problem. The small number of girls' schools and the proportion of the female population now attending them is also a reflection of the fact that many Afghan parents perhaps a majority do not accept the idea of education for their daughters. They sincerely believe that it is not only counter to custom but in conflict with Islamic religious tenets. It is therefore absolutely essential that these facts are born in mind in planning for improved and expanded educational opportunity for Afghan girls and women, and that recognition also be given to a parallel program of public education in support of local planning and national planning. The latter is no simple task. It requires reeducation, unlearning of misconceptions,[1] and prejudices.

The disparity in attitude and behavior that exists among the small educated urban class and the majority group in the nation should not be minimized. It is within the living memory of Afghan parents that the Country was torn by civil war, the fires of which were fed if not ignited by King Amanullah's attempt in 1929 by edict to bring women out of purdeh.[2] The only girls' school then in the entire country, Mastoorat, meaning "veiled," was razed to the ground. Emotions which surround the custom of purdeh are almost inseparably associated with the unresolved issue of education for girls. Thus it was that after the tragedy of 1929, the first schools that were established in both Herat and Kandahar, were (a) for very young girls i.e. below the age of six and (b) called neither "schools" nor "girls' schools" but "Kodakistan," which literally translated means "a place for children." In Kabul, re-establishment of a school for girls required a degree of discretion if not extreme caution. The solution that was chosen is a reflection of the temper of the times. The second school for girls in Afghanistan (the first having been destroyed) when it was opened about six years later, was

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[1] Willis H. Griffin, There May Yet Be Time, 1959, Mimeographed.

[2] Donald N. Wilber, Editor, Afghanistan, Human Relations Area Files inc. New Haven, Connecticut. Two Volumes, p. 189. See also, Mohammed Ali, Afghanistan, The Mohammedzai Period, A Political History, Kabul. 1959. p. 16[illegible]

opened about six years later, was ostensibly for the training of mid-wives, and therefore so designated by name--Qabilaqi. This institution in fact was soon offering academic courses and it was that action which by 1940, became the base of and basis for the founding of Kabul's first Lycee, Malalai.[1] It may or may not have significance, that until recently Afghan girls' schools were designated colorlessly by numerals rather than by name. (In the U.S. both numeral and name are used) But, the fact is that today many girls' schools in Afghanistan have been renamed in honor of heroic or otherwise renowned women in the History of Afghanistan, e.g. the name Malalai, belonged to a young woman who sang to the Afghan troops in the Second War against the British (1887); while Mastoori Goori, Rabia Balkhi, Mehry, were distinguished women writers of poetry or prose. The use of such symbols may merely reflect a rise of nationalist feeling but it perhaps serves also to put forward a different conception of Afghan womanhood--one which is less prosaic and stereotyped.

Two educational emergents should be reported before the conclusion of this part of the analysis, i.e. the pre-school for girls, which here as elsewhere is often called by various inexact names; and instruction for older girls and women who are beyond school age which will be referred to as adult education. Both developments have taken place in Afghanistan approximately within the decade under consideration and both represent interesting if atypical examples of cultural conditioning.

Pre-Schools

Although there is not a single professionally educated nursery school or kindergarten teacher in Afghanistan, there are today in Kabul City and the nearby rural areas seven flourishing centers for pre-school-age children. Four of them have come into being under the stimulus and as a part of the Rural Development Program, and are integral to that multi-purpose Project. Two others are sponsored by the Rozentoon Society and one school is in the Woman's Welfare Society of Kabul. Several characteristics of these centers for young children are noteworthy:

1. Origin and Purpose:

(Established originally in 1949, under the Pushtu name Rozentoon meaning "a place to train children") The pupils from the outset included girls as well as boys and were originally all from poor homes. That they should come from families of low economic status was consistent with the social welfare, or charitable purpose of the Society which was financed originally

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[1] The writer is indebted to Dr. Mohammed Akram and to Mr. Mohammed Asif Ma'il for the historical facts in the paragraph above. Interpretations and errors are to be in no way attributed to them.

by voluntary contributions of the well-to-do. The original purposes were to improve health and reduce the incidence of illness among the children. Providing each "pupil" with milk, medicine and clothing--not education--was the primary function of the "school." Today the program includes a health and welfare emphasis but that is not any longer its sole "raison d'etre." Education through songs, stories, games, dramatics, and painting have been added to the curriculum.

2. Staff

At first, the adults who cared for or attended the children were not teachers but mid-wives. Today the young women who are added to the original staff are teachers, although they bring no professional background of experience and have fifth or sixth grade education.

3. Administration

Pre-schools[1] are under the administration of the Health Ministry rather than the Ministry of Education. In the light of the Society's origin and function as conceived in 1948 this is a logical although confining arrangement.

4. Extension of the Pre-School Idea

As in other countries, acceptance of the idea of leaving young children outside of the home and in the care of a strange adult came about largely as a matter of expediency. In time the concept of Rozentoon altered in several ways, i.e. from a place solely for poor children, to a place for all children of mothers who wanted a few hours relief from responsibility for offspring and their well-being. According to the President of that Society, parents begin in time to recognize the educational values of pre-school. The process was accelerated as respected and socially prominent citizens began to bring their youngsters to the children's centers. The social and economic level of the school population began to shift in an upward direction also. The steady and almost parallel expansion of an educational program for adult women in Kabul gave further validity to and support of the development of pre-schools.

5. The Program of Pre-Schools

Without regard to sex, age-range or numbers the pre-school programs appear to be uniformally informal, unplanned, and oriented to group activity rather than individual activity. Whether or not there is more than one class or group in a school the numbers in any one room are large--as many as fifty children and

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[1] Except for the one school in Kabul Women's Welfare Society

sometimes many more. Age range in the centers is from 3 to 7 years, with Rozentoon limiting its youngest to 5 years of age. Unlike the "Infant Classes" in countries such as Burma (where pre-school has been traditionally regarded as the important beginning stage for learning the three R's, with games and songs added for sugar-coating) Afghan nursery centers have been perceived as and are today, literally play schools. The amount of adult direction, available play equipment, space, or materials varies greatly from one center to another. Nonetheless keeping the group busy at play seems to be the major objective and purpose. The degree of success achieved or even possible in any one center is obviously dependent upon the intelligence and ingenuity of the teachers, since none of them have had education either in child study or in methods of teaching children of nursery school age. It is therefore impressive to observe the skill and sensitivity with which the head teacher at Shewake, for example, works with her large group of youngsters. She has, it should be noted, splendid outdoor play equipment and as well as a large supply of educational materials[1] well suited to the interests of the age range. In the Benehisar Women's Welfare, and Kabul Women's Institute pre-school classrooms, comparable facilities are non-existant. In the latter the inertia of the teachers and children is to some extent understandably related to the few stimulating activities and materials.

In summary, the development of pre-schools in Afghanistan is in its infancy. The movement has shown signs of growth although it is as yet limited largely to the Kabul area and rural environs. The total number of pupils who regularly attend, many of whom are girls, is at this writing somewhere beyond one thousand. This first step up the educational ladder can be an important one. It influences the young child's attitude toward school and should be an important learning experience. Similarly the parents of children in pre-schools are developing attitudes in the process. As they are exposed to the value of education for girls they become its proponents in the community.

Adult Education for Women

Literacy classes for women are a recent development established under the Ministry of Education. Adult education for women began a dozen years ago, independent of the Education Ministry. Today girls and women of Kabul, beyond school age and with little or formal education, turn to the Women's Welfare Society[2] for cultural educational and vocational activities. The present sales room and attractive display windows with expertly executed handcrafts which fronts on to the street represents the keystone of the Society's original program. Since its founding in 1946, with the impetus from Royal patronage given at the outset, the organization has had an important and unique function in the lives of many women.

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1 UNESCO supported program

2 Known also as the Woman's Institute

Origin and Purpose

The Society began with the idea of encouraging those of modest or small means to improve their needlework and undertook to market the handcraft produced in the Society. In the course of time the Society has succeeded in reviving ancient Afghan motifs and designs, has set new and higher standards for embroidery and other handwork, and is the single most important instrumentality through which the Royal Government prepares the annual exhibit in observance of Jeshan, or Independence Day.

A Rapidly Expanding Program in Kabul

There was an obvious need for such an enterprise, not so much because of the useful if narrow service it performed at first but because it provided a community center for Kabul women. The building soon became too small for the increasingly diversified activities. New additions are being added continuously. Present plans for expansion include club rooms, a cafeteria and more classrooms.

The course offerings of the Woman's Welfare Society today, with approximately six hundred students, include literacy in Persian, Sewing and Tailoring, Health and Hygiene, Cooking and Child Care. In addition to the pre-school of 150 pupils already mentioned there is a school for "over-age" pupils from first grade through ninth.[1] Other important aspects of the Women's Welfare Society that should be mentioned are the Cinema Theatre, and the periodical "Woman," published by the staff every three months, now in its sixth year. The former has served to bring entertainment and adult education in the medium of films to thousands of women who would otherwise not attend the local cinema because of social custom. The gate receipts have become the major source[2] of funds for the Society which originally had been almost entirely dependent upon charitable donations. In their effort to become self-supporting, the Society has been assisted by the Asia Foundation. That organization has supplied forty sewing machines, and a variety of other equipment including movie picture projectors, It has ordered approximately thirty typewriters both in Persian and English for the opening of business education courses in the near future. Technical assistants also have been assigned to the Women's Welfare Society by the Foundation.

The theatre with seating capacity of 500 has also been a stimulus to young talented playwrights and actors. Both original plays and classics have been presented on its stage, to enthusiastic audiences. In the words of the Royal Government: "theatricals,

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1 The figure above, 600 students is inclusive of the Primary and Middle School

2 Supplemented by receipts from sale of handicraft.

and educational films are other mediums which the Society uses in bringing enlightenment to our women."[1] Recently, in line with social changes that have been taking place in Kabul, a new policy has been adopted. Women with their families may now attend the Society's film and dramatic performances.

Administration

"The educational activities of the Society are conducted with the advice of the Ministry of Education . . . The Budgetary expenses . . . are met from funds donated by the Government, by social welfare agencies, and from the proceeds of the sale of handmade articles, apparel, etc."[2] The Society's budget in 1959 was 29 Laks, sixty percent of which was raised and met through its own efforts and forty percent of which comes from the Ministry of Education, the Governmental body with which the Society now has a semi-autonomous relationship.

This statement was made in 1956: "The Society has been very successful with its program . . . It is contemplated establishing branches of the Society in the various provinces."[3]

One year ago, in 1958, another Women's Welfare Society was started in a village called Benehisar, one of the group of communities that is part of the Rural Development Plan of the Afghan Government in cooperation with United Nations staff. The new Women's Welfare Society is independent of Kabul, although the Directress and teachers are from the staff of the older institution. There are many similarities in organization and program. The pre-school with an enrollment of over one hundred children, ages three to six, has been referred to earlier. Lectures and film showings have been attracting village grandmothers as well as daughters age seventeen to seventy in groups that number anywhere from thirty to sixty women, according to the Director. The only feature that distinguishes this Women's Society from its prototype, besides the difference in size, is that at Benehisar they aim to place less emphasis upon sale of handwork and more on the educational side of their program. Handcraft classes, i.e. weaving at handlooms or sewing, are held in the afternoon so as to permit girls to attend who are at school in the morning. A full program of academic subjects similar to that in Kabul and for the same "over-age" group is offered in Benehisar also on a year-round five day a week attendance basis, beginning with grade one. Homemaking, i.e. Cooking and study of Nutrition and Handcrafts, complete the schedule for regular students who aspire to become sixth grade passed.

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[1] Ibid, p. 54

[2] Ibid,

[3] Ibid

It is a matter of conjecture as to when the third Women's Welfare Society will come into being or where. But there is little doubt that the Government, at the proper time and on careful consideration of the proper place will lend its support to the extension of this type of adult education for women.

Parent Attitudes

It is unwise if not impossible to generalize about Afghan parents' attitudes toward educating girls today. Undoubtedly these run the gamut from pro to con, i.e. customs in some provinces are regarded as sacrosanct, in others where they are also valued they are regarded, however, as subject to change with the changing times. The writer has tried to point out in the foregoing analysis some of the historical and cultural factors that explain the status of education for girls and women in Afghanistan today. The slow and uneven development of educational facilities in the nation, the relatively rapid increase in Kabul as compared with the other urban communities, is perhaps evidence of certain regional differences in degree of acceptance of change, e.g. Afghan leaders in education seem to agree that Kandahar is less likely than Herat to respond to Ministry encouragement to improve the opportunities in education for women. However, the concentration of attention by the Ministry of Kabul City, understandable as it has been in the past, bears re-examination at this time. The stated policy of the Government to build schools for girls only on request of a community is a sound one, for by so doing the parents' feelings and aspirations for their daughters are respected. The response of any one community and the support it will give to a new girls' school can also be more realistically anticipated. But to implement this policy requires closer relationship between the Capitol and the Provinces than sometimes exists; more frequent appraisals of local needs and of new developments; more systematic methods of determining the changing attitudes of parents in local communities. For example, the population of one elementary school in Herat has doubled in the last five years. Whereas it used to have one class on each grade level, it now has two and three. The interest and support that these particular parents give is evident in the increased enrollment of daughters numbering now 500 and in the active interest reportedly that mothers display in the life of the school. The Headmistress has already admitted almost more children than the rooms of the old building can contain. She points out that for lack of space she has had to turn away 35 to 40 seven year old girls for the last few years and, at the upper level, sixth grade students would like to continue with their education but cannot. For, whereas their parents agree or allegedly do not oppose the idea of their daughters' wish to go to middle school, Mehry School, the only one in Herat is outside their neighborhood. Problems of transport and social custom rule out the likelihood that girls, ages 12 to 15 would receive their parents' consent to travel daily beyond their immediate neighborhood to Mehry School.

C. With respect to the use of the study:

1. This study is offered as a contribution to the Royal Ministry of Education and its cooperating agencies. It is understood that decisions regarding the use of the material are not the responsibility of the Team.
2. Each recommendation of this report is subject to review and further study.
3. Programs growing out of these recommendations should be carefully reviewed from time to time as conditions change.

The rapid changes now taking place in Kabul City are a dramatic index of parental attitudes in transition and should be summarized here. For as social customs which have traditionally circumscribed the lives of girls and women change there inevitably emerge new problems which demand the attention of Government, in this instance the Education Ministry. It is now all the more important in the light of on-going events (see below) that ever more effective processes be adopted at the center, which will facilitate communication with all of the Provincial Directors and insure frequent information as well as systematic analyses of parent and community attitudes toward the improvement expansion or establishment of girls and women's schools.

In a study[1] on Afghanistan published in 1956 several paragraphs on the position of women are contained in a lengthy chapter on the "Family." Social changes that are taking place today in Kabul which affect the position or role or women, the attitudes and behavior of the Afghan family can perhaps be better understood in the light of the traditions described.

> "Women in the cities of Afghanistan live in purdeh. They may not go out of their homes unless enveloped in the tentlike borqa', a garment which covers the whole body to the tips of the shoes, and which permits vision only through a net or eyelet-embroidered window for the eyes. Village women wear shawls over the head, and when strangers or unrelated males approach, pull the end of the shawl over the lower part of the face. Nomadic women go unveiled. For all custom prescribes that their conduct be free from any familiarity with men which might lead to a shadow of gossip concerning their chastity.
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> Women have subordinate status. They are subject to their husbands, having to ask permission to go visiting, and they should not go visiting alone except to their parents' houses. In public, and in the presence of all who are not members of their own family, they wear veils. In shops, they are waited on first, so that they will not have to stand around in the presence of men. In Kabul, there is a movie-house for women only; if foreign women go to the men's movie houses with their husbands, they must sit in a special balcony. Afghan women do not go to the theater, or to athletic events. In the parks they sit in secluded corners, where the men do not pass, and on the weekends, when many men are about they do not go to the parks at all.
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> Some women veil their faces even in the presence of the family servants, although most feel that they need not be veiled for members of the lower classes. In the parks, or in the houses of friends, women may take off their veils and turn their faces away from the men."[2]

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[1] H.R.A.F., Op. Cit.

[2] Op. Cit. H.R.A.F. p. 189-190

and there is a readiness to re-consider programs.

The coming increasing burden of enrollments, the demands for new services and the increasing interest in womens' education and adult education will all combine to require an even greater effort on the part of the Ministry. Needed policy decisions and studies are going to require much of the time of Ministry personnel and there will be demand for higher levels of training in all areas.

Three or four major activities could give the Ministry support during the period of increasing policy and work load. The utilization of the technicians proposed in this report on some kind of counterpart system should provide additional technical resources. Second, the Ministry should be included in the study of transportation and communication needs in education. Third, a cooperative Afghan-contract team could study the management phases of the Ministry program to be sure that proper staff support, adequate mechanization and related matters, excluding personnel selection, are provided for in an orderly way. This will relieve the top leaders of much detail and provide supporting professionals with the facilities they need to do their work in the most efficient manner. Fourth, the housing needs of the Ministry should be given serious study. This leadership group should not have to contend with housing limitations when their responsibilities are so great.

School Supervision

The present inspector system of the Ministry is related to the old French system. The President of the Department and many of the inspectors, and other interested leaders are re-thinking the relationship of the inspection function to creative educational leadership. The department offers a ready-made organization through which the benefits of a quality training program can flow. In every creative educational situation, inspectors-supervisors have to be constantly engaged in professional self-development in order to "keep up" with the emerging patterns and programs of education.

Many of the same proposals related to the development of headmasters apply equally to inspectors. The leadership basic to professional development must be provided through Ministry and Institute programs for the present.

Curriculum and Instruction

While the curriculum of the primary grades will probably become less segmented as studies in the field of curriculum and instruction are made, it should be noted that some significant changes have been made in recent time. The drawing, handicrafts, and practical agriculture are of this group. Presently the arrangement of the curriculum tends to be rather unexciting and routine. There is little real exploration of ideas and the challenge of the unknown is all but lost in some situations.

The method of instruction tends to emphasize rote learning. In some cases there is merit in rote learning, but in most instances

The order in which the topics appear below seemed logical but is in no sense intended as an order of priority. In that decision, as in all others, responsibility properly belongs with the Royal Government of Afghanistan, and its Planning and Education Ministers.

Although the problems and needs as well as possibilities for action follow-through as written in these pages are exclusively and narrowly confined to girls, decisions must be made in terms of and integrally related to the total education plan. An anticipated sharp rather than gradual rise in the number of girls who will enter Kabul Schools in the next few years lends a certain immediacy to the consideration of practical aspects of the present situation.

Teacher Supply and Recruitment

There is no unanimity of opinion on the question of whether there is now or in the near future there will be a shortage of women teachers, with the consequent need for emergency efforts to recruit. The Ministry of Education is optimistic but that may well be because they have already canvassed the situation and made plans should contingencies arise.

Some Economic Aspects

Opinions differ as do predictions. For example, it is argued that women who have up to this time conformed to social custom and have not been supplementary "bread-winners," will now venture out and that teaching is the logical most "convenient" vocation. It permits women to work half day and also to have time to continue with home and family responsibilities. On the other hand, some believe that the extremely low salary of teachers will discourage girls from choosing it as a vocation particularly as more lucretive and presumably more glamourous jobs openly compete for womanpower in commerce or other fields.

Social Status

Afghan teachers have had in modern times low social position in the community. Many culturally rooted reasons can be given to explain the fact and a few have been indicated in the preceeding chapters. The recently assigned role of leadership to Kabul women teachers in regard to the chadaree will have no doubt many consequences. One will probably be the increased prestige with which women teachers individually and as a group will be regarded. The Ministry has been well aware of the need to elevate teachers and women teachers particularly in the eyes of their fellow citizens. Since the beginning of the Five Year Plan significant steps have been made in that direction.

Recommendations

1. The recommendations that are contained in Chapters V and VI on the subject are equally applicable to women teachers.
2. Special problems of teacher recruitment for girls schools if they are to be successfully met require continuous review in each Province and a coordination in planning at the Ministry level. The latter should whenever possible be done jointly with the Institute of Education, in terms of projected schemes in teacher education and with the Ministry of National Planning in terms of total man and woman-power needs.
3. The Committee for the Education of Women may want to consider:
   (a) Organizing a sub-committee charged with the responsibility of creating ideas that interpret the teacher and teaching as attractive for use by the mass media, e.g. news items for the daily press, human interest stories about teachers or school life from a teachers point of view that could be used as the basis of an article or regular feature in the press or in such a magazine as Woman, or as program content for Radio Kabul. Popularization of teaching and an opportunity for young women to discover something of its satisfactions while yet in school might be attempted such as at Mastoori Goori Elementary School where a student of ability has been chosen to assist in the Physical Education Program for younger children. Honor students, who excel in some field can be designated to become assistants in classes several grades below their own.
   (b) A review should be made of recruitment techniques that have proven successful in attracting women in other countries during a similar period of development.

Teacher Education

The generally low level of education among women teachers nationwide, the absence of professional preparation or any criteria for selection has resulted not only in poor quality of education for girls but in extremely low morale in girls' schools among the teachers. There are, of course, always exceptions. Whereas there are a number of able, intelligent, self-motivated women teachers, principals and headmistresses, it would not be unfair to say that job satisfaction generally among women teachers is not high. The work of the Institute of Education at the in-service level has perhaps made the excellent progress that it has among Kabul teachers because the need is so great. Village school teachers, those in elementary and middle schools in the provinces of the rest of the country, however, have been cut-off from and thus far deprived of any form of professional education except such as an Inspector or Provincial Director might have time to provide. There are several indications that suggest there will be a reduction

in the disparity between the help rural and urban teachers receive as well as in pre-service opportunities for prospective teachers.

Possibilities

1. The Ministry of Education is planning a school on the secondary level for the preparation of women teachers. It is still in the early planning stage but consideration is being given to making the school similar in pattern to the Darul Mo'Allamein for boys.
2. A dormitory building open to female students studying in any educational institution of Kabul at all levels is also being discussed. Where it will be situated, whether on the new campus of the University or in the proposed teacher training school, among many other questions has not been resolved. For some time the Ministry has been aware of the need to bring young women to the Capital for education not yet available in the Provinces. (When a dormitory arrangement for student nurses was tried in the classroom building at the Women's Hospital not so long ago, parents accepted the idea without exception.)
3. Pre-service professional education courses are to be offered at the Women's Faculties of Literature and Science. It has not yet been determined whether the courses will be electives or required in Child Study, Methods of Teaching or Introduction to Teaching.
4. Consideration is being given to a variety of other professional education possibilities. These include laboratory classes for pre and in-service observation and training as well as the introduction of a boys' laboratory class at Malalai, during the Women's Winter Session Workshop and a girls' laboratory class at Darul Mo'Allamein during the men's Winter Session Workshop; time off during the school year for observation of colleagues in other schools; the assignment of Afghan women as counterparts.

Recommendations

1. The rapidly increasing interest evidenced on the part of women teachers and the Ministry in both pre-service and in-service professional education and in upgrading the education required of women teachers at all levels deserves the generous support of cooperating agencies and governments.
2. The nature of the technical and commodity needs should be determined by the Institute of Education and the Ministry of Education.
3. The number of women participants and counterparts should be increased annually. The rate of increase must be determined by the changing conditions and needs.

4. Complex problems have yet to be faced and solved, particularly as regards improving the skills of teachers not only in Kabul but in schools of Provinces throughout the Country. These problems suggest the need for greater attention to the planning and initiating of new projects, and specialized assistants who are not only skilled analysts but social scientists with action research experience.

Buildings

With a few notable exceptions[1] girls' schools and educational facilities for women generally are make-shift accommodations that were originally residences and not infrequently are being used on a temporary rental basis requiring relocation within relatively short periods. Aishai Durani Elementary School is a case in point. In the six years of its existance the school has had to move in and out of the present building on an average of every two years. Of the other schools in Kabul, only two are owned by the Ministry. Girls' schools in the Provinces are mostly all operating in rented houses. From every point of view arrangements are uneconomical and less than adequate. An example of inadequate facilities is the Women's Faculty of the University of Kabul. There are no separate buildings, temporary or permanent for the use of students in Science or Letters. Classes are held in any available rooms at the Malalai Lycee.

Class size is most unwieldy in village schools and at the elementary school level in the first three years when the children need a more active program. It is commonplace to see fifty or more little girls crowded three or four on one bench or mat with shoulders touching, literally up to the walls of a room sometimes not more than fifteen feet square.

The problems thus briefly touched are by no means simple. Buildings and their use are related to policy questions that are related in turn to almost all the important areas of school organization, philosophy, and administration. There is nothing intrinsically wrong with converting a residence into a school. Some of the distinguished girls' private schools in Europe and the United States are thus housed. How the space is utilized, the size groups assigned, the renovations made, the maintenance of the buildings and grounds are pertinent to the issue.

The major determinant of policy with regard to buildings for girls' schools has in the past been expediency. There has been little time or freedom to plan. Schools have just happened and over a period of a few years; the population just grew. Sometimes the growth was in an upward direction to include middle school;

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[1] e.g. Malalai in Kabul, Mehry in Herat are well constructed buildings originally intended as schools.

sometimes it was in both directions to include elementary and secondary as well as middle school in the same set of buildings spread over one or two compounds. It is hardly surprising that girls' schools today seem to be poorly housed for most of them do not resemble and no longer are (except perhaps in name) the same institution that they were at the outset.

Recommendations

1. The technician, participant trainee and commodity assistance suggested to improve and expand Afghanistan's school buildings program as outlined in Chapters V and VI should be inclusive of both present and future needs of girls' schools.
2. At every level of education, but in girls' schools particularly, students and teachers should be increasingly helped to feel a pride in and responsibility for the school plant and grounds. In the case of planning new schools or refurnishing old schools, the community (including students, teachers, and parents, particularly in the light of the historic struggle for girls schools in Afghanistan) can and should participate and feel a sense of identification in so doing.
3. In each locality especially where there are not any or few girls' schools, consideration should be given by community leaders as to how present school facilities for boys can be utilized more fully for the instruction of girls and women during after-school hours.

Curriculum

The curriculum problems in the education of Afghan girls are many and complex. It is extremely doubtful, in the judgment of the writer, that these can or will be successfully resolved as curriculum problems per se. Rather, as the programs of teacher education move forward, both pre and in-service, as methods of teaching are tested and compared and educational objectives and alternatives are examined, as teachers have opportunities to observe others in situations similiar and different from their own, as teachers find themselves challenged by new ways of teaching, then gradually the needed changes in curriculum, method and philosophy will begin to take place. This multiple dimension process is beginning to show results in boys' schools where teachers have been participants in more than one intensive winter workshop of the Institute.

New Courses

The impulse to "enrich" the curriculum by adding yet another course to students' and teachers' schedules already too crowded has proved futile time and time again. Afghan administrators are well aware of this and are frank to point it out. At various times new subjects were adopted hopefully as suitable for girls at

the elementary and secondary level,[1] that died still-born. One practical problem has been that teachers with specialized training to teach the new courses were not available. Another difficulty in the past has been that curriculum improvement has been viewed as achievable by a painless process of addition to which students and teachers accede in either good-natured, docile or long suffering mood. Failure to catch on, and subsequent dropping of the new curriculum ideas are rationalized by the all too familiar--"We tried it but the students didn't respond." Increasingly Afghan educators are becoming aware of the need for more careful advance planning, to insure the success of any new project particularly that which is directed at curriculum change. Also, because of the results from Institute efforts in teacher education that are now beginning to become evident in boys' schools, there is a growing appreciation for the relationship between the latter process and improving the curriculum.

Instructional Materials

A detailed analysis is to be found in Chapter IX. Insofar as needs in girls' schools in this area are concerned the difference is mainly one of degree, not of kind. There are on the whole fewer materials of instruction, in poorer condition in schools for girls and fewer in provincial schools than in Kabul City.

Possibilities

1. There is a growing healthy awareness among women teachers and administrators of the desirability of improving the present curriculum.
2. There is an emerging awareness of the limited and limiting quality and quantity of learning materials and curriculum aids.
3. There is some evidence of an increasing willingness on the part of teachers and headmistresses to assume a degree of initiative in their schools to make and introduce better teaching aids. For example, women teachers, particularly those who have had some in-service education, are now making inexpensive teaching materials the supplies for which have been purchased with their own money. In the provinces one can see distributed among some of the girls' classrooms, modern teaching aids that were made by an inspector (male) who has had the advantage of Winter Workshop.
4. There can be seen here and there, although infrequently, the introduction of innovations in curriculum and/or methods, particularly appropriate to a community or region. For example, in a school situated in a cultural milieu that traditionally has placed high value on the literary talents of its people, the teaching of persian has been

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[1] See Tables 7.6 - 7.10

TABLE 7.5

NUMBER OF GIRLS SCHOOLS BY PROVINCES

1959

Provinces	Village	Elementary	Middle	Lycees	Faculties of the University	Total
Kabul City	-	8	1	3	3	15
Kabul Province	6	-	-	-	-	6
Kandahar	-	-	1	-	-	1
Herat	-	3	1	-	-	4
Mazar-i-Sharif	-	1	1	-	-	2
Kataghan	-	4	-	-	-	4
Ningrahar	-	1	-	-	-	1
Paktia	1	-	-	-	-	1
Parwan	8	1	-	-	-	9
Ghazni	-	1	-	-	-	1
Girishk	-	-	-	-	-	0
Farah	-	1	-	-	-	1
Maimana	3	1	1	-	-	5
Badakhshan	-	1	-	-	-	1
Shabirghan	3	-	-	-	-	3
TOTAL	21	22	5	3	3	54

Source: Ibid

TABLE 7.6 Female Education

ELEMENTARY SCHOOL

Subjects	GRADES 1	2	3	4	5	6
The Holy Koran	2	2	2	2	2	2
Theology	2	12	2	2	2	2
Persian and Writing	13	11	11	6	5	5
Pashtu	-	-	-	3	3	3
Arithmetic	4	4	4	4	4	4
Hygiene	-	-	-	2	2	2
History	-	-	-	2	2	2
Geography	-	-	-	2	2	2
Drawing and Handicrafts	2	2	2	2	2	2
Child care[1]	-	-	-	-	1	1
Cooking and Housekeeping[1]	-	-	-	2	2	2
Sewing and Knitting	-	2	2	2	2	2
Physical Training	1	1	1	1	1	1
TOTAL: (Periods per week)	24	24	24	30	30	30

[1] Child care, in 5th and 6th grade and the course Cooking and Housekeeping, at 4th - 6th grade are in fact not in the curriculum of the girls' elementary school. Teachers with specialized education in these subjects are not available.

Source: Table is duplicated from The Royal Afghan Ministry of Education, Education In Afghanistan. 1956 p.48

CHAPTER V

PRIMARY EDUCATION

This chapter is organized under the following headings:

1. The Committee on Primary Education
2. The Major Areas of Need Identified by the Committee
3. The Dimensions of the Problem in Primary Education
4. Notes on Primary Education in Afghanistan
5. A Discussion of Specific Needs in Primary Education
6. Recommended Program Elements
7. The Program of Support
8. Priorities in Programming the Development of the Program

Part 1

THE COMMITTEE ON PRIMARY EDUCATION

The Committee on Primary Education was one of five special committees developed under a steering committee to serve as planning groups for the further development of Afghan education.[1]

According to the plan of action, committee work was to deal with seven points:

1. What are the chief needs in the field for the next six or seven years?
2. Of these needs, which are best suited for assistance by aid agencies?
3. What are the specific goals of this desired assistance?
4. What foreign technicians, either U.S. or third country, are desired in this program? What are the fields and for what term are they desired?
5. What training is needed for Afghans in connection with these activities? How many are needed? What should be their field and length of stay in the U.S. or third country?
6. What types of commodities are needed in connection with these projects and what are the approximate costs?
7. What assistance from the RGA is needed, in addition to the regular budget, in terms of personnel and other costs?

Although the planned work of the committee was phased to provide for action on each of the above items in a regular sequence, the committee was not able to keep up with the suggested time-table for the various parts. Points one and three above were given careful consideration by the committee. Some work was done on point two through an exploration in depth of one of the problems.

Because of the time element involved in preparing this report it was necessary for the ICA consultant to take some action on points two, four, and five. It was agreed that this report should identify

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1 The members of the committee are listed in the appendix.

TABLE 7.7

THE REGULAR LYCEE SECTION

Where they continue their education till the 12th grade and then join the Faculty for Women of the University of Kabul. The curriculum of this lycee section is as follows:

Subjects	GRADES 7	8	9	10	11	12
Theology	2	2	2	2	2	2
Pashto	3	3	3	3	3	3
Persian	3	4	4	4	5	5
Foreign language	6	6	6	6	6	6
History	2	2	2	2	2	2
Geography	2	2	2	2	2	2
Mathematics	2	2	2	2	2	2
Geometry	3	3	3	3	3	3
Physics	2	2	2	3	2	2
Chemistry	2	2	2	3	3	3
Biology	2	2	2	2	2	2
Sewing	2	2	2	2	2	2
Drawing	2	1	1	1	1	1
Arabic	2	2	2	-	-	-
TOTAL (Periods per week)	35	35	35	35	35	35

Source: *Ibid*, p. 48 -49

TABLE 7.8

THE WOMEN TEACHERS' TRAINING SECTION

This section offers two year's training to 9th passed girl students, who are then appointed teachers in girls' primary schools. The curriculum of this section is given below:

Subjects	GRADES 10	GRADES 11
The Holy Koran	2	2
Persian	5	4
Pashto	4	4
Physics	2	2
Chemistry	2	2
Biology	2	2
Mathematics	4	4
Psychology	1	1
Teaching Methods	-	2
Sewing	2	1
History	2	2
Geography	2	2
Drawing	1	1
Foreign Language	6	6
TOTAL: (Periods per week)	35	35

Source: Ibid, p. 51 -52

TABLE 7.9

HOME MANAGEMENT

Another kind of school for girls, launched as an experimental measure in 1955, offers a three years course of training to primary passed girls on the pattern of the "Home Management Section." However, more emphasis is laid upon drawing, handicrafts, sewing, knitting, cooking, literacy and arithmetic. Its curriculum is:

Subjects	GRADES 7	8	9
Persian	4	4	4
Pashto	2	2	2
Writing	3	3	2
General Knowledge	2	3	3
Theology and the Holy Koran	3	3	3
Arithmetic	4	4	4
Knitting	2	2	1
Sewing	2	2	2
Embroidery	2	2	2
Drawing	2	2	2
Cooking	3	3	3
English Language	6	6	6
Child Care	-	-	-
TOTAL (Periods per week)	35	36	34

Source: Ibid p. 52

TABLE 7.10

THE HOME MANAGEMENT SECTION: ONE

This section serves those who wish to step directly into life as housewives and mothers. Therefore, subjects selected for study in this section are those which are specially meant for women who will make the home their career. Such scientific subjects as are included in the curriculum are related to domestic matters. The curriculum for this section is:

Subjects	GRADES 10	GRADES 11
Theology	2	2
Persian	3	3
Pashto	3	3
Physics	2	2
Chemistry	2	2
Biology	2	2
Child Care	2	2
Housekeeping	3	2
Drawing and Handicrafts	3	3
Arithmetic	2	2
Sewing	4	3
Cooking	3	3
Foreign Language	4	4
Psychology	-	2
TOTAL: (Periods per week)	35	35

Source: *Ibid*, p. 52

revitalized. Poetry is not only recited but sung, and stories are learned not only as an exercise in reading but for the art of retelling as in ancient days. Spirited dramatic performances by children as young as second grade are part of the Persian curriculum.

In view of the fact that the mother or eldest child in most Afghan families from time immemorial has been the story-teller, it would seem appropriate to encourage a richer language arts program in all girls' schools.

5. Questions relating to the essential purposes of education for girls and women were raised by the first group that came together for in-service education meetings in 1957.[1] The Committee for the Education of Women has continued to raise curriculum questions in terms of the role of women and the difference that having had an education should make in their lives and their families'. The present thinking of that group and of the Ministry is along "practical" education lines--i.e. education for use in life. The kinds of new courses presently planned to be introduced into the schools at lycee, or secondary level have already been enumerated in the preceeding pages.

Recommendations

1. The rapid increase in the numbers of girls' village schools and the high proportion of provincial girls who go no further, or who terminate at sixth grade suggests the need for a review of the stated purposes and the present curriculum at those levels of instruction. Village schools for girls that are at present in fact literacy classes, might well become centers of fundamental education for women and girls of Afghan communities.
2. Expansion of teacher education opportunities for girls and women is directly related to improving the curriculum in girls' schools. Assistance from cooperating countries and agencies will be needed during the next five years in the form of participant training, specialists, or technical assistants and commodities.

Vocational and Adult Education

The professional education of mid-wives and of nurses in Afghanistan has presented problems not too dissimilar from those already identified as characteristic of the teaching profession. Both nurses and midwives in striving for pre and in-service education have had to struggle against the low social prestige of their calling. They have had to accept and live on low salaries, and from the beginning they also had the handicap, as do women teachers, of bringing a minimum number of years of schooling to the nursing and midwifery training situation. With the cooperation

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[1] See p.107 this chapter

of WHO and the active encouragement of the Ministry of Health, both nurses and midwives have in a relatively few years successfully overcome problems directly related to those now facing the Ministry of Education and the Committee for the Education of Women. Some of these problems are listed here.

1. Recruitment and supply
2. Pre-professional academic and specialized education
3. Criteria for selection
4. Pre-service education and curriculum problems
5. Internship
6. In-service training
7. Leadership training
8. Language-of-instruction problems (i.e. Persian, Pushtu, English, German, French)

The relatively small numbers in nursing and midwifery in Kabul as compared with the number of women teachers in Afghanistan, and the highly specialized practical nature of the skills required may explain the progress that has been made in those fields. Continuous cooperative planning by the two Ministries, Health and Education, and the pooling of resources and experiences by all concerned in vocational education could have been to the advantage of everyone. With the relatively small number of vocations open to women in Afghanistan today, and the prospect of an increase in the kind of jobs that will be opened in the future, such cooperation in large scale long range as well as immediate planning is essential.

POSSIBILITIES

1. The Ministry of Education according to present plan will initiate new vocational educational opportunities for girls and women as soon as seems practicable. This decision is in response to recent events in Kabul effecting women and girls.
2. At this writing; a first step will be the opening of a vocational school with three sections--one for secretarial and other business subjects, one for home economics and one for commercial arts. The school will be on the secondary level or 10th through 12th grade. Thus girls who plan to enter nursing, midwifery, teaching, civil service or business, in secretarial or managerial capacity, will all be expected to qualify as ninth grade passed.
3. Commercial courses may be introduced into the girls' lycees of Kabul. It is not decided whether these will be offered in the regular school day or at a time after school when non-students may also register for them.
4. At the Kabul Women's Welfare Society business education courses are soon to begin. They are planned for women and girls who have not had enough formal schooling to qualify them for teaching, thus obviating some of the anxiety about competion mentioned

earlier. The announcement of business education courses to be given at the Women's Welfare Society on Radio Kabul during the month of October, brought an immediate response from seventy applicants. Studénts will be selected from among this group on the basis of a test in either Persian or English depending upon which language one customarily used with greatest facility. Typing and Shorthand will be taught from the beginning, and related subjects, such as grammar, spelling and business procedures, as these seem to be needed. The announcement that there would be such a project drew an almost instantaneous response from various community agencies, foreign embassies, businessmen and Ministries of the Royal Afghan Government, each requesting the services of the trainees on completion of their studies. The present salary scale in Government Ministries for typists is from 1,000 to 2,000 Afghanis per month. Other organizations, non-profit and commercial, pay three times as much. The economic benefits for the women who qualify would appear to be so obvious and immediate that if there is in fact an increasing need for such skills, prevocational and vocational education for girls and women may spurt forward.

In the program of the Women's Welfare Society just outlined, the Asia Foundation has given generous support. They have supplied office equipment and machinery, as well as technical assistance. The teachers' salaries will also be part of the foundation's contribution in the Society's newest effort in Adult Education.

5. The usual disparity between the way of life in a capital city and the provinces has for a long time been true of Kabul City and the rest of the country. At this time the gap seems greater than usual. At the same time the actual and psychological distance must be bridged in the interest of a unified harmonious society and a healthy nation. To this end the mass media should be harnessed, i.e. Radio Kabul, and all the existing newspapers and other publications. They can serve as instruments of public education (SeeChapter IX on the use of radio for public education). There is only one magazine published by and for women in Afghanistan. It is another adult education project of the Kabul Women's Welfare Society. Printed in Persian, and known by the Pashtu word for Woman, this periodical appears regularly every three months and is now in its sixth year. Purportedly written with a vocabulary level that anyone with sixth grade passed education can comprehend, the magazine is serious in purpose yet in format and diversified contents what in some countries might be called a "popular" women's journal. For example, each issue includes several serious articles on Afghan or Pashtoonistan history and culture with a woman's slant. The women contributors send in original stories, essays and poetry. Regular features are on such subjects as health, child care, cooking recipes, and news of women in other Asian countries, or biographical sketches of distinguished women of the world. There is no full time staff person who is assigned to the editorial or business responsibilities. The present editor is also the Director of the Nursery and Elementary School of the Society, and part-time announcer on Radio Kabul. Energy

expended on the magazine goes almost exclusively into putting each issue together for the press.

6. Literacy classes for women under the Ministry of Education appear to fill a genuine need. Attendance is good. There are frequently as many as 35 in a class, meeting three afternoons a week for one and a half hours. Full time "over-age" students at the Women's Welfare Societies and those in literacy classes elsewhere seem to derive a sense of worth if not pride from their studies. There is little doubt that they understand and appreciate the value of education. The teachers of adults have no special training or qualifications for their work. They have few teaching aids. A monthly publication called "Read and Learn," prepared and distributed by the Board of Primary Education of the Royal Afghan Ministry of Education, is one of the few printed materials available for supplementary reading. This textbook type magazine intended for both women and men "adults and semi-literates" represents one of many steps taken to reach the goals set by the Government in the launching of the FIVE YEAR PLAN.

> The Ministry of Education fully realizes that unless the majority of the people are literate and well-prepared for reforms it will not be possible to achieve tangible results from any development plans, nor would such plans be effectively coordinated into a harmonious and practicable whole without an educated, or at least literate citizenry. Again, unless skilled labour and technicians are available the various development plans needing their services would hardly progress beyond the paper stage. It is, therefore, imperative to give secondary and vocational education the needed impetus for the creation of a reservoir of skilled and semi-skilled labour from which workers could be drawn for the implementation of other measures for reforms.[1]

Recommendations

1. Afghan womanpower as well as manpower needs to be analyzed by the appropriate staff at the Ministry of National Planning in terms of the economy's absorbtive capacity. Immediate and long range goals in vocational education for girls should be made in relation to that analysis and not before the findings are completed.
2. The Royal Government in the early stages of planning should re-examine specific suggestions made in 1958 by the Specialist in Vocational Education, Graham, in his report "Vocational Education in Afghanistan" particularly pages 32 through 40 in relation to recommendations one and three.
3. A National Advisory Committee on vocational education should be called into being at the Ministry level charged with responsibility for assisting in the Second Five Year Plan. The composition of the Committee should be left

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[1] Royal Afghan Ministry of Education, Five Year Economic Development Plan, September, 1956, p. 1

to the discretion of the Royal Afghan Government, of course, but consideration should be given to including among its members, individuals who have specializations, competencies and first hand experience in (a) economics, (b) demography, (c) social psychology, (d) trade and industry both large and small scale, (e) vocational education, (f) Afghanistan's nursing, midwifery and teachers education programs, and (g) the utilization of mass media.

4. The problems and the growth of the present efforts in adult education should be thoroughly appraised with a view to making new plans for change and expansion where it appears to be feasible. Consideration should be given to the need for leadership training in adult and fundamental education for women, whether in coordination with or along dissimilar lines from the on-going and future plans for the training of adult and fundamental education leaders for boys and men of Afghanistan.

CHAPTER VIII

RECENT DEVELOPMENTS, PRESENT STATUS, AND RECOMMENDATIONS IN VOCATIONAL EDUCATION

The three preceeding chapters made reference to vocational education in primary and secondary education, and in education for women. However, the nature of the economy in Afghanistan, which is essentially agricultural, suggests the need for a closer examination of manpower requirements, an analysis of the major problems in vocational education, and ways and means to increase the understanding and the skills of the people in vocational pursuits. It is the purpose of this chapter to determine priority needs in the area of vocational education and to suggest educational development programs in meeting these needs.

MAN POWER NEEDS IN AFGHANISTAN

It has been reliably stated that the economy of the Country is from 80 percent to 90 percent agricultural. The population has been estimated at 12,000,000. Some authorities believe it to be considerably less. Of this number approximately 2,800,000 are believed to be nomads who leave the country for the winter season. The total number living in cities of over 10,000 is supposed to be about 1,200,000. Probably about 7,230,000 are employed as follows:

Agriculture		5,760,000
Cultivators	2,600,000	
Animal Husbandry	2,200,000	
Fruit Growers	760,000	
Other Farming (including forestry)	200,000	
Industry and Handicrafts		360,000
Trade and Transportation		720,000
Public Services		240,000
Other Pursuits		150,000

With 80 percent of the gainfully employed engaged in agriculture, it is reasonable to expect that the major portion of the national income is derived from agricultural products. Of a national income of approximately 12,500 million afghanis, 9,000 million, or 72 percent, is from agricultural products. Considering the

the areas in which the commodities referred to in point six are needed but that no estimate of the cost need be made. No action was taken on point seven by the committee and the writer did not feel qualified to make judgments in the area without the assistance of the committee.

While the committee was unable to complete the assigned work in the available time, it should be noted that the writer considers this fine working group to be one of the major assets of Afghan education. The members understand the problems and the committee forms an excellent base from which individuals can make their professional contributions. The Committee should remain in existence to serve as a basic study group and policy development group. One of their major functions would be to review this report and to suggest needed modifications. Another would be to complete the action which was planned but which is now incomplete. Personnel should be added as needed and specific studies should be assigned as required. Seven specific functions sre suggested for the committee. They are presented at the end of Part 3 of this chapter.

Part 2

THE MAJOR AREAS OF NEED IDENTIFIED BY THE COMMITTEE

The Committee identified sixteen areas in which major needs exist. They are as follows:

1. Improvement and Completion of Buildings
2. Curriculum
3. Teacher Education
4. Teaching Aids Other Than Textbooks
5. Textbooks and Supplementary Books
6. Special Services - Health and Sanitation
7. Special Services - Libraries
8. School and Community Relations
9. Creative Supervision
10. Development of a Mature Sense of Civic Responsibility With Respect for the School, the Province, the Community, and the nation.
11. Improvement of the System of Examination and Evaluation of Individual Development.
12. Schedule of Instruction.
13. Adult Education
14. Village Schools
15. School Administration
16. School Population Factors

The item on "Teaching Aids Other Than Textbooks" is handled in the chapter of this report on "Instructional Materials." The same is true with respect to "Textbooks and Supplementary Books." Some of the problems will be solved when action is taken on the ones on which they are dependent. For example, improved school-community relations are generally a by-product of a maturing concept of the function of the school in the community and are subject to improvement

population of Afghanistan these figures reflect low real income.[1]

Need for Increased Productivity in Agriculture

Russell in the "Illinois Report" states, "It is clear that the economic development and diversification in Afghanistan must be accompanied by a substantial increase in the productivity and efficiency in agriculture. Only in this way can the necessary manpower be released for a more diversified economy.

Although the physical factors of soil, water, and climate; the inadequacy of transport, the low level of literacy, and the size of farms all place certain limitations on the development of the efficiency of Afghan agriculture, it is generally agreed that the major factor limiting rapid improvement at the present time is the shortage of technically trained agricultural workers. A cursory examination indicates that secondary education constitutes the primary bottleneck at the present time.[2]

Importance of Vocational Agriculture Training

From the statistical estimates presented it would appear that major emphasis and priority on use of vocational education funds would need to be given to vocational training in agriculture. The whole economy will in all probability improve only to the degree that Afghan agriculture is able to make technological progress. This does not mean to imply that there are not just as serious and just as critical trained manpower shortages in commerce, trade, and industry.

In 1952 there were less than ten trained (12th passed or higher) agriculturalists in Afghanistan. Presently there are fewer than one hundred and fifty. The information available shows that 32 of this number possess a B.S. or higher degree.

Relationship of Skilled Workers to Economic Development

From all areas of the economy, not just agriculture, it is well understood that the dearth of skilled workers and technicians is delaying general economic development. The University of Illinois Contract Team in its report on the University of Afghanistan stated "the recurrent theme of the numerous discussions held with executives of Ministries, factories, and private firms was the urgent need for a greater number of competent technically trained persons at all levels of responsibility. To meet these needs is perhaps the greatest single problem facing Afghanistan during the next decade in her efforts to improve her economic, cultural, and social status. Since the needs are real and urgent

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[1] "Assistance in Agriculture", USOM/A Publication (March 1958), pp. 1-2

[2] Martin, Ross J.; Kemmerer, Donald L.; Russel, M.B.; and Vestling, Carl S.; The University of Afghanistan. USOM/Afghanistan, Education Evaluation Report, August 1959, p. 2

for persons at all levels of training, it is clear that the diversion of students at any level into jobs reduces the number that are available for further training into positions of greater responsibility. This conflict between present day and future needs seems to be most acute at the middle school level. From the data at hand it appears that it will be many years before the middle school graduates will be sufficiently large to supply ninth grade graduates for the needed expansion of vocational and teacher training schools, for further academic training in the lycees and for those jobs for which nine years of schooling are sufficient.[1]

It is the urgent task of vocational education to supply these manpower needs as rapidly as practical.

<u>Assumptions Underlying the Report</u>

The following are the assumptions on which this report is based:

1. Technical education for the industrialization of a national economy, the improvement of agriculture, and the raising of health standards is founded upon an effective and universal elementary school system.
2. Vocational education in agriculture is the basic and priority need of the economy.
3. Industry and commerce have a primary responsibility for training industrial and commercial worker.
4. The need for well-trained and skilled personnel essential for the continuing growth and development of the economy will continue to be acute for many years.

MAJOR PROBLEMS AND RECOMMENDATIONS IN VOCATIONAL EDUCATION

In this chapter, it has seemed desirable to present the recommendations as an integral part of the discussion of each of the various areas of vocational education, combining in each case a discussion of background factors, problems, and proposed solutions.

<u>Education in Agriculture</u>

Only by becoming more productive and efficient can Afghan farmers free part of their number to become industrial and commercial producers and at the same time adequately supply the raw material for an accelerated commerce and industry. The technology necessary for this improvement exists, but it must be made available to present and prospective farmers through education both formal and informal.

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[1] Martin, et al., op. cit., p. 53

It is desirable that this educational effort should develop concurrently at four levels. They are (1) primary school vocational agriculture instruction in the fourth, fifth, and sixth years; (2) instruction in special provincial or regional vocational agriculture secondary schools; (3) professional and technical level agricultural training in the Faculty of Agriculture at the University of Kabul; (4) extension education in agriculture for out-of-school individuals engaged in farming.

As Russell suggested in the "Illinois Report,"[1] it may be desirable to establish short-term training programs to meet the most urgent needs for agricultural technicians during the next five to eight years. Such a program is now proposed by the Ministry of Agriculture for providing extension agents for rural areas.

Vocational Agriculture in Primary Schools

At the outset it must be recognized that the only way to make agricultural technology productive is to get farmers to use it. Therefore, the basic issue is that of training those already farming and those who will soon enter the occupation; i.e., rural youth in the upper primary grades. Although most Western educators reject, and properly so, vocational education at the primary level, in Afghanistan the realities of the present situation are that if vocational education in agriculture is not given at the upper primary level practically none of the farm youth will have an opportunity for such training. At this level Afghan boys are usually two or three years older than their western counterparts which makes vocational education for them more logical.

Ultimately, 12th grade graduates of regional secondary vocational agriculture schools should be assigned to teach agriculture and natural science in all rural primary schools. Since there are no graduates now available for such assignments, a compromise solution must be suggested. As a temporary expedient, it is proposed that a three year agricultural course be introduced as soon as possible into the curriculum for the 4th, 5th, and 6th grades. Not less than two hours instruction per week should be scheduled for each class. Special in-service workshops for rural primary teachers would be necessary in order to prepare them to handle this course. A very practical illustrated text and workbook suitable for this instruction called General Agriculture for Afghanistan's Schools has been prepared by the Institute of Education. Of course this would constitute only pre-vocational instruction. Actual vocational training directed by senior high school vocational agriculture graduates utilizing student projects and school demonstration plots will probably not be possible before another seven to ten years. Nevertheless, careful planning for

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1 Martin, et al., op. cit., App. E-1, p. 5

training of primary school agriculture teachers should be resolutely and systematically carried forward and put into action within the next year or two.

Provincial or Regional Vocational Agriculture Secondary Schools

There exists a great demand for graduates of this type of school. The need for trained field technicians, technical assistants, and agriculture administrative assistants to bolster and make more productive the work of the small group of university-trained persons in agriculture is critical.

Several of these schools, grades 7 through 12, should be established as soon as the Afghan Government can provide buildings, staffs, and equipment for them. They should be located so as to serve the major agricultural areas of the country.[1]

Each of these schools should be staffed with a total of approximately six graduates of the Faculty of Agriculture from the University of Afghanistan. Other Faculties would supply teachers for the non-vocational courses. The schools would consist of two divisions, a middle or junior high school, grades 7 - 9; and a senior division, grades 10 - 12. Only students with rural backgrounds should be encouraged to enroll.

Other recommendations proposed relative to their development are as follows:

1. Development for each school should be gradual and extend over a period of at least six years. Probably development of the senior division, grades 10 - 12, would need to be delayed.
2. English should be a required course throughout the entire six years; however, the medium of instruction should be one of the two national languages.
3. Each school should select a group of farm leaders in the region to act as an advisory board to the school.
4. All foreign professors in this type of school should be replaced by Afghans as soon as possible.
5. Teachers possessing no higher degree than the 12th grade diploma should be used to instruct only the three lower grades, 7-9. Faculty of Agriculture graduates should be used whenever possible at all grade levels.
6. Graduates terminating at the 9th year and all 12th year graduates should be required to complete a six month period of practical training after graduation and before they receive regular job assignments.
7. The strengthening and improvement of the existing secondary vocational agriculture school in Kabul should be given

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[1] Editor's note: The reader's attention is called to other related problems in Chapter VI.

priority in the general development plan. This is especially important in regard to the critical need for teachers by the Kabul school.

8. Certain standards of quality must be instituted and maintained if the objectives of secondary vocational education in agriculture are to be realized. This is particularly true as it concerns entrance requirements, student performance, and teacher qualifications. It is far more desirable to have one first-rate school than several poor ones.
9. Divide 9th year passed students into two sections; one section comprising three-fourths of the class to follow a terminal curriculum for the last three years, and one section composed of the most capable students to follow a Faculty of Agriculture preparatory curriculum. This should result in approximately one-third of all 12th passed students being prepared to continue their training at the Faculty.
10. To the curriculum of the senior division terminating their training at the end of the 12th year, courses such as teaching methods, educational physchology, and practice teaching must be added.
11. Over-all planning, curricular development, and determination of trained manpower needs in agriculture demands clase cooperation and coordination between the Ministries of Agriculture and Education.

As guides for planning a secondary vocational agriculture program the following tables are presented:

Training by a Faculty of Agriculture of Kabul University

Agricultural training was not introduced into the program of Kabul University until 1956. With the assistance of the University of Wyoming contract group, a small but auspicious beginning has been made. Table 8.5 shows student enrollment to date.

TABLE 8.5

STUDENT ENROLLMENT IN AGRICULTURE

	1956	1957	1958	1959
Freshmen	20	12	28	33
Sophomores		12	8	23
Juniors			12	8
Seniors				12

Although it is not the purpose of this report to make recommendations concerning the professional and technical aspects of development of a college of agriculture, proposals relating to the interdependence of the several types or levels of agricultural training with such a college will be presented.

From a review of the situation of agricultural education in Afghanistan, it appears that the most expeditious method of advancing technology in agriculture would be to immediately prepare to expand the facilities and staff of the Faculty of Agriculture at Kabul University. By prompt action the priority need to provide 70 to 100 Faculty of Agriculture graduates to man the proposed regional secondary agriculture schools in the 1960-1970 development period could be met. In turn, secondary graduates produced by these Faculty-trained teachers could move into positions in the primary schools and begin the vocational training in agriculture so urgently needed by farm boys. Then too, the Ministry of Agriculture demands for technicians could be more nearly satisfied.

Recommendations concerning development of a Faculty of Agriculture, made by the University of Illinois Survey Team, modified by the writer, are as follows:

1. Create a separate Faculty of Agriculture
2. Create an agricultural experiment station.
3. Organize departments of Plant Science, Animal Science, and Agricultural Education and Extension with provisions for students to major in these departments by the proper selection of courses.

TABLE 8.1

ASSUMED GROWTH AND ATTRITION RATES FOR A SIX-YEAR VOCATIONAL AGRICULTURAL SCHOOL

GRADE	TEN YEAR DEVELOPMENT PERIOD 1 yr.	2 yr.	3 yr.	4 yr.	5 yr.	6 yr.	7 yr.	8 yr.	9 yr.	10 yr.
7	100	120	140	140	140	140	140	140	140	140
8		80	96	110	110	110	110	110	110	110
9			60	76	85	85	85	85	85	85
10				40	60	65	65	65	65	65
11					35	50	55	55	55	55
12						30	40	45	45	45
TOTAL	100	180	296	366	430	480	495	500	500	500
9th Grade Terminal Graduates			20	16	20	20	20	20	20	20
12th Grade Graduates						30	40	45	45	45

Source: * The figures in this and the subsequent three tables are estimates for illustrative purposes, projected by the writer on the basis of general enrollment figures in Afghan schools.

TABLE 8.2

THE NUMBER OF UNIVERSITY GRADUATES IN AGRICULTURE REQUIRED TO STAFF THE SECONDARY SCHOOL TRAINING PROGRAM IN AGRICULTURE

Proposed Voc. Agr. School	YEAR 1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
Kabul	4	2									
A	2	1	1	1	1						
B			2	1	1	1	1				
C					2	1	1	1	1		
D							2	1	1	1	1
Restaffing		2	2	3	3	4	4	4	5	5	5
TOTAL	6	5	5	5	7	6	8	6	7	6	6
Cumulative Total	6	11	16	21	28	34	42	48	55	61	67

TABLE 8.3

ANTICIPATED NUMBER OF 12TH GRADE GRADUATES FROM FIVE REGIONAL SCHOOLS+

Proposed Voc Agr. Schools	YEAR 1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973
Kabul	50	45	55	55	55	55	45	45	45	45	45	45	45	45
A						30	40	45	45	45	45	45	45	45
B								30	40	45	45	45	45	45
C										30	40	45	45	45
D												30	40	45
TOTAL	50	45	55	55	55	85	85	120	130	165	175	210	220	225

+Refer to TABLE 8.1 on assumed growth and attrition rates

Note: After 1965 the supply of entering students for the Kabul school from the provinces should gradually be reduced to the number shown.

TABLE 8.4

ANTICIPATED NUMBER OF NINTH GRADE TERMINAL GRADUATES FROM FIVE REGIONAL SCHOOLS

Proposed Voc. Agr. Schools	YEAR										
	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
Kabul			20	16	20	20	20	20	20	20	20
A			20	16	20	20	20	20	20	20	20
B					20	16	20	20	20	20	20
C							20	16	20	20	20
D									20	16	20
TOTAL			40	32	60	56	80	76	100	96	100

through direct action to only a limited degree. In addition to item five, favorable results in items ten and twelve might reasonably be the product of the further work of the Committee or of the proposed programs in administration, supervision, in-service education, and curriculum. Items eleven and sixteen are treated under "School Administration" in this report. In order to complete the picture, three headings have been added to this report. They are "Ministry of Education Services," "The Committee on Primary Education," and "Training - General." While there is a separate section for the discussion of village schools, the recommendations regarding them are made under the general headings developed by the Committee.

All aspects of the Committee's concerns, then, are treated in the report. The indicated modifications in organization were made because in identifying the problem areas the Committee was achieving purposes other than those related to this report. One other point is important here. Some of the topics are treated in conjunction with the same topic in secondary education under the heading "General Education."

Part 3

THE DIMENSIONS OF THE GENERAL PROBLEM OF PRIMARY EDUCATION

The Committee on Primary Education, as any investigative or study group, worked against a background of understandings, factual information, and principles. Some of these were identified in the discussions; others were understood as mutual concerns and values. Some of these bases are identified here in order to give form and meaning to the peport.

Appendix B of this report presents a number of reports and studies. All of the reports have been studied by the members of The Planning and Survey Team. These reports had been read by most or all of the members of The Committee, thus providing both groups with a common background.

The Committee was aware of the general forward movement in Afghan education. It recognized such assets as flexibility of leadership, the increasingly important group of young professionals who are characterized by intellectual alertness and mature value patterns unmatched in most countries, the increasing dependence upon the problem-solving approach to educational development, and the concern of informed persons outside professional education on the problems in the field. While there was little of the spirit that "we can solve this problem today", there seemed to be a general conviction that a substantial base is being formed on both the training and leadership levels for a great forward movement in education.

The forward movement in Afghan education is a part of the larger movement in parts of Asia. The dedication to the goal of basic education for all persons is reflected in the report of the 1958 UNESCO Regional Seminar on Educational Reform:

TABLE 8.6

ORGANIZATION FOR PROPOSED FACULTY OF AGRICULTURE

Staff	Assignment
+Dean of Faculty	Member of the instructional staff
+Assistant Dean	Member of the instructional staff
++Faculty Advisor	American technician with limited teaching responsibilities

Plant Science Department

++Biologist -- replacement from participant program available 1962
+++Bacteriologist
++Agronomist - (participant replacement available in 1963)
+++General Agriculturist (funds for position obligated under current contract)
+++Agricultural Engineer (participant replacement available 1963)
++Soils Scientist (participant replacement available 1963)
+++Horticulturist
+Plant Pathologist
+++Entomologist

Animal Science Department

++Animal Husbandry Specialist (participant replacement available 1963)
++Poultry Husbandry Specialist
+++Veterinarian

Agricultural Education and Extension

+++Extension Specialist
+++Agriculture Teacher Training Specialist

Key:
+Afghan faculty member presently on duty
++American faculty member presently on duty
+++Faculty member necessary to recruit

TABLE 8.7

PROPOSED PLAN FOR TECHNICAL ASSISTANCE --- VOCATIONAL EDUCATION

Technicians and Participants	1960	1961	1962	1963	1964	1965	1966	
Agriculture Education Advisor	Aug							D-H
Voc. Agr. Tch. Trgn. Specialist		Jan						con
Voc. Agr. Tch. Trgn. Specialist		Aug				con		
Voc. Agr. Educ. Specialist	Aug							con
Voc. Agr. Educ. Specialist	Dec					con		
Business Education Advisor	July						D-H	
Business Typing Specialist	Oct						con	
Business Machines Specialist	Dec						con	
Auto Mechanics Specialist				con				
Machinery and Welding Specialist				con				
Electrical Specialist					con			
Hand Tools and Sheet Metal Specialist					con			
Civil Technology Specialist					con			
General Technical Specialist					con			

Key: D-H: Direct-hire
con: Contract Team

4. Provide two three-month practical work periods, the first to follow the second year of academic study and the second period to follow the completion of the third year of academic study.
5. Expand the use of laboratory work in the instructional program.
6. Initiate collection and collation of factual information dealing with Afghan agriculture as a means of orienting more effectively the content of subjects taught.
7. Promote close working relations with public and private agencies that are directly involved with the technical improvement of Afghan agriculture.

It is proposed that the Table of Organization for a Proposed Faculty of Agriculture, Table 8.6 be adopted and put into operation in school year 1960 or as soon thereafter as possible.

Table 8.6 assumes an early division of the Faculty of Agriculture and Engineering into two separate faculties, a faculty of agriculture and a faculty of engineering. It shows 14 instructional positions. Now teaching at the University under ICA contract are five Americans and one Afghan qualified to fill them. It is highly desirable that the present ICA contract be modified to provide additional funds for the remaining eight unfilled positions. TABLE 8.6 also shows that by 1963 five American teachers could be replaced by Afghans who have completed participant training and one year of on-the-job training as an assistant to the American they are to replace. It is possible to replace all Americans by 1966 if the participant program were accelerated.

It is suggested that the following principles and policies be followed in regard to operation of the organizational plan outlined in TABLE 8.6

1. Only when justified by extenuating curcumstances should participants in agriculture be sent to the United States or other countries for work toward a B.S. degree.
2. Foreign professors should be recruited for positions for which no Afghan is available. Appointments should be temporary and of two years duration.
3. A well-planned systematic participant program preparing Afghans to replace foreign professors must be continued. Five American professors cam be replaced as soon as 1963 by Afghan participants who have left or who will soon leave for the United States. By stepping up the participant training program all of the American professors proposed in TABLE 8.6 could probably be replaced by 1966.
4. English should be used temporarily as the language of instruction; however, a transition to the national language could possibly be made within the next decade. The time will in large measure depend on the rate of professional and technical upgrading of Afghan faculty members and on the speed with which teaching materials such as books can be prepared in the Country's language of instruction.

5. Foreign aid agencies should assist in providing teachers, administrative advisors, and instructional materials.

Vocational Industrial Education

A very thorough study of this area of vocational education in Afghanistan was made ten months ago by David Graham.[1] Graham's report with its recommendations is suggested as a planning guide for the development of vocational industrial education.

After a brief survey of the industrial education activities now underway, the following suggestions are offered which in some instances do not agree with the views held by Mr. Graham.

Technology Education: Afghan Institute of Technology (AIT)

1. Training at the technical level in Afghanistan should be centered at and developed around AIT. Creation of new schools of this type should not be attempted for some years.
2. A well-planned program for the expansion, strengthening, and improvement of AIT is essential.
3. A more determined effort should be made to bring about Afghan self-sufficiency in AIT teaching positions.
4. A definite plan should be made for phasing out the use of English as the language of instruction.
5. American technicians (contract) should be used to assist AIT with its instructional program until 1964.
6. Teacher training in technology education should be provided through the ICA participant program. These participants should be given training to complete a B.S. degree.

Trades and Crafts (skilled and semi-skilled workers)

Afghanistan should continue to utilize advice and assistance from West German Government technicians in the development of an educational program to provide skilled and semi-skilled workers in the trades and crafts. At the present time no other agencies should be asked to enter this field to assist the RGA.

Commercial Education

This area of vocational education is somewhat of a stepchild; it gets what is left over. The lycees and other secondary schools are given first consideration with student assignments. Candidates for the Commercial School are selected from the remaining students. It is encouraging to note that the Director of Vocational Education is interested in making a model business school out of the Kabul Commercial School, a Government-operated insitution for training

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1 Graham, David, Vocational Education in Afghanistan. Kabul:USOM, 1959. Mimeographed

typists, clerks, accountants, bookkeepers, etc. for the Government offices. In this development plan the whole school would be renovated and dormitory facilities for provincial students would be built.

Ministry of Education officials show considerable interest in advice and technical assistance. They need advisors, teachers, and commodities. After an inspection of the school and its operations, the need for this aid is clearly apparent. Similar consideration should be given to a proposed business school for women.

Sending some of the most capable graduates of the Kabul Commercial School to American junior colleges specializing in business education to return as teachers after two years, would be a great stimulant to the present program.

A report of a survey on business education made by a United Nations specialist is now being prepared and should be studied with relation to any plans for assistance to commercial education.

CONCLUSION

The relationship of a more efficient agriculture to the general economic growth of Afghanistan has been pointed out, and the urgency of more effective training to produce better farmers. It follows that since the majority of the potential farmers do not at present progress beyond the primary school, a high priority should be given to improving agricultural training at this level. At the same time, the long term needs of the country for an increasing number of skilled workers must not be neglected.

PROJECT PROPOSAL FOR VOCATIONAL EDUCATION

It is recommended that a separate and distinct project should be prepared to provide the assistance required by the Royal Government of Afghanistan Ministry of Education for vocational education below the college level in agriculture, industry (technical), and commerce. This project would supply technical advisors, teachers, commodities, and funds for participant training. It is strongly urged that such a project be divided into three sub-projects; namely, (1) Vocational Agriculture Education, (2) Vocational Industrial Education, and (3) Business or Commercial Education. It is suggested that two direct-hire technicians, agricultural education and business education; and one contract advisor, industrial education, be recruited to assist the Royal Government of Afghanistan to implement the project. It is further suggested that the agricultural education advisor should be appointed advisor for the master project.

A proposed plan for technical assistance is presented in Table 8.7 as a guide in determining project needs. Participant trainees should be made available to the extent that finances will permit in the areas of vocational agriculture teacher training, technical education teacher training, and in business education teacher training. Emphasis should be given to technical education teacher training. Program activities in the areas of agriculture education or industrial education should not be curtailed in order to provide for new project activities in business education.

CHAPTER IX

RECENT DEVELOPMENTS, PRESENT STATUS, AND RECOMMENDATIONS IN INSTRUCTIONAL MATERIALS

Instructional materials are the tools of teaching. They can be used poorly or they can add greatly to the effectiveness of the teacher. It follows, then that any program to improve instructional materials, either in quality or in quantity, must give primary importance to teacher training. It will do us little good, for example, to embark on a program of producing local filmstrips and projectors unless at the same time we train teachers in using these materials to improve their teaching. Throughout this discussion it will be assumed that instructional materials and their use must be considered concurrently.

It is the purpose of this chapter to look thoughtfully at the materials available to the teachers of Afghanistan, and to suggest ways by which we can both use better those things which we now have, and develop improved materials for classrooms.

INSTRUCTIONAL MATERIALS DEFINED

In this consideration of instructional materials we are concerned with the full range of teaching materials for the classroom, including printed materials of all types (books, magazines, charts), indigenous materials (made by teachers, pupils, or local industry), field trips, demonstrations, blackboards, bulletin boards, projected materials, radio, television. We are concerned, that is, with any instructional tool that holds promise of increasing the effectiveness of the teacher.

INSTRUCTIONAL MATERIALS IN CLASSROOMS

First consideration should be given to the quantity and quality of textbooks in the public schools of Afghanistan. The Ministry considers textbooks as the basic material for learning and it is a policy that every pupil should have a book in every subject; that, in addition, these books should be retained by the pupil at the end of the school year.

Books Available to Pupils

The number of books which have actually been furnished to pupils varies greatly according to the region involved and the grade level. In general, pupils in the first three grades do have the single book which covers most of the subjects taught. In grades four through six, the number of books found in the visited classrooms varied from one to eight. The schools in the urban

centers such as Kabul, Kandahar and Herat tended to be much better supplied with textbooks than schools in more remote sections.

In classrooms where a particular book is not available for pupils, the teacher will have a single copy and will dictate large portions of the text for copying by pupils into their notebooks. In such classes, a good deal of the class time is spent in copying dictated material.

The textbook shortage becomes really critical in the middle schools (grades seven through nine). Particularly outside of Kabul, we seldom find more than two or three books to a pupil.

Again in the schools offering grades ten through twelve (lycees and vocational schools) the textbook situation varies according to school and region. For example, while some lycees in Kabul were rather well supplied with books, a lycee in another city was found to have no more than two or three books for each pupil. This situation must be considered in view of a curriculum of at least ten academic subjects. Again at this level the teacher will possess a single copy of many textbooks and will dictate large quantities of subject matter to his pupils.

The textbook situation may fairly be said to be critical. Its solution is of prime importance to the upgrading of education in Afghanistan.

Other Instructional Materials in Classrooms

The Afghan teacher usually has at his disposal some instructional materials other than textbooks. In most classrooms there is a blackboard, usually small and frequently difficult to read because of the poor condition of the surface. Sometimes pupil work will be posted on the walls. Occasionally there will be a map and in a few cases some charts, a flannel board, some three-dimensional devices or flash cards made by the teacher or pupils. There are seldom any supplementary reading materials. The serious general lack of teaching aids is pointed up by the UNESCO survey which found materials available to secondary schools "inadequate both in quality and in quantity."[1]

In many cases primary school pupils are provided with small wooden paddles, painted black and used for pupil writing. These "individual blackboards" are somewhat small for use by young children, but the idea is good. It would be desirable that these paddles should be made larger and better adapted to the early grades. This increase in size might, however, make it necessary to provide storage space in the school for the bigger paddles.

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1 UNESCO, Report of the Mission to Afghanistan, Paris, 1952, p. 31

Urgent Need for More Materials

The overall picture is one of classrooms supplied with too few textbooks, almost no supplementary reading materials, and with very few other instructional tools to enable the teacher to improve or add interest to his teaching activities.

AUDIO-VISUAL CENTERS

A number of efforts have been made to provide projected and other audio-visual materials for Afghan classrooms.

The Ministry of Education Audio-Visual Center

Established in 1954 under the joint Ministry-ICA program, the Audio-Visual Center was created to serve the needs of the public schools for non-printed instructional materials and to train teachers to create and use such materials. Staff and quarters at AIT were furnished by the Ministry while ICA supplied technical and commodity support during the first two years of the Center. Three Afghan participants were sent to the United States for one year of training in materials production and teacher training. One of these men has since left the Center for other employment.

A modest amount of in-service teacher training has been initiated. However, it is heavily oriented to projected materials and photographic techniques. Recently, with additional dollar aid, the Center has undertaken the quantity production of sunlight projectors and filmstrips for the Afghan curriculum.

The Helmand Valley Audio-Visual Center

Only routine mimeographed materials are currently being produced at the Helmand Valley Center located at Lashkar Gah. The Center is now attached to the Public Health program. Staffed by a US-trained participant, this Center has very adequate photographic and projection equipment. Lack of supplies and of a program appear to be the factors preventing effective use of the Center.

The Fundamental Education Audio-Visual Center

This Center includes a film library of some 60 reels and a selection of charts, posters and the like created for fundamental education. Two mobile vans, furnished by Asia Foundation, are equipped to project motion pictures in the field. The films, which are also loaned to school groups in the Kabul area, consist of a few subjects of basic value in fundamental education plus a good many free films donated by the UN and by government agencies. The Center has had some UNESCO Technical and commodity help in

creating graphic and printed materials, including some well-designed posters and charts. Few of these materials have been duplicated in any quantity and made available to the field. When dispatched to a community, the mobile vans often project to a school audience during the daytime and to an adult group at night.

TEACHER TRAINING IN MATERIALS USE

Pre-Service Training

Of the four teacher training institutions in Afghanistan, only the Darul Mo'Allamein in Kabul provides a methods and materials course for pre-service training of teachers. This course gives little attention to teacher-created materials.

In-Service Training

The Winter Institute of the Institute of Education has done the most effective training for teachers in service. The courses offered emphasize the production and use of indigenous materials in teaching. These courses, while they do not carry the prestige of purely academic subjects, have nevertheless been moderately popular. Indeed, in discussions with a group of Winter Institute trainees in a major Afghan city, the materials and methods course was frequently mentioned as especially useful. Furthermore, during the course of school visitations by the Survey Team, occasional examples have been found of teachers who have vastly improved their teaching methods and materials following the Winter Institute course.

DEVELOPMENT OF INDIGENOUS MATERIALS

The need of Afghan classrooms for all types of instructional materials has already been pointed out. An immediate and relatively inexpensive source of teaching tools lies in the development of indigenous materials.

Institute Research Program

The promising nature of local materials has been recognized by the Institute of Education, which has set up a project to carry on experimentation and development in this field. A participant was sent to the United States for a year of training. Following his return, the Institute program has developed from local materials several types of blackboards and chalk, inexpensive teaching charts, world globes, silk screen products, three-dimensional teaching devices and the sunlight projector in its initial stage. In addition, this Institute program has produced a series of pamphlets on curriculum methods and indigenous instructional materials.

"Priority of programmes universal, free and compulsory primary education. The Seminar is of the opinion that programmes for the introduction of universal, free and compulsory education are fundamental in character. They form the first step in the equalization of educational opportunity . . . . The Seminar, therefore, recommends that programmes for the introduction of universal, free and compulsory primary education should be given high priority in all programmes of educational reconstruction."[1]

The Constitution of Afghanistan makes primary education compulsory for all children of school age. Afghan education also reflects the expanded goals of primary education. A fairly recent publication lists the goals of primary education as follows:

"1. To impart literacy and elementary knowledge about life;
2. To prepare students for secondary education."[2]

The same publication lists 21 (pages 8-9) general goals for education in Afghanistan. The movement toward these general goals is evident. The list of problems prepared by the Committee on Primary Education reflects this progress and also the expanded goals with respect to primary education. If the goals of primary education were to be re-stated today, it is likely that they would reflect all of the goals presented in the UNESCO report:

"a. Giving the child a mastery over the basic tools of learning, (b) providing essential education in health and social living, (c) developing capacities and interests of children in order to make them well-adjusted individuals and good citizens, and (d) providing worth-while life experiences which will meet the needs of children as children and also assist in preparing them for life."[3]

The report of The Seminar supports an elementary school program that is a self-contained terminal course as well as a preparation for secondary school, pointing to the fact that only a small percentage of elementary school children actually get to attend the secondary school (p.9). Further, the report supports equal educational facilities for both sexes and a policy of co-education at the primary level (pp. 11 and 12). The importance of recommendations such as these is not overlooked by those persons responsible for planning the educational program in Afghanistan.

The fact that an individual or a nation desires or even understands the value of universal education that encompasses a comprehensive pattern of values in addition to literacy does not always mean that such goals can be attained. The limitations under which programs must

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1 "Report and Recommendations of the UNESCO Regional Seminar on Educational Reform in South and East Asia, " New Delhi, p. 5

2 Royal Afghan Ministry of Education, Education in Afghanistan, p 11

3 UNESCO Report, Op. Cit., p. 9

The purposes of the research program are sound and laudable. Unfortunately, the carry-over into classrooms has as yet been small. The staff and facilities at the Institute are inadequate for an impact program, and equipment has been slow in arriving. Most important, effective channels have not been created for spreading these ideas to Afghan teachers.

It is of considerable importance that the Institute experimental work in indigenous materials should be continued and strengthened, and that increased attention should be given to channeling these materials into the schools.

Local Materials Developed at AVC

The Ministry Audio-Visual Center (AVC) has also done some work with locally-produced teaching materials. The principal contribution of the AVC is the further development of the sunlight projector in cooperation with the Communications Media Staff of ICA. This projector, used in conjunction with locally-produced filmstrips, can be of major importance to Afghan classrooms.

FACILITIES FOR PRINTING TEXTBOOKS

Textbooks are currently being produced at the Ministry of Education Press and by Franklin Press in Teheran, under contract. The Government Press also produced textbooks prior to a fire in 1958 which destroyed much of their equipment and stock. In addition to these two plants there are also printing plants in the Ministries of Defense and Finance. One small private plant was recently opened.

Paper supplies are readily available. Newsprint of good quality is inexpensive. Coated papers, mostly from European sources, are costly.

Education Press Facilities

The Education Press employs about 100 workers. Equipment consists of six letter presses and two photo offset presses of U.S. manufacture. The latter were contributed by the Asia Foundation. These presses will take copy of 50 cm. x 72 cm. maximum size. One new offset press of German make has been ordered by the Ministry but has not yet arrived. Space is cramped in present quarters, and corridors are piled high with supplies and completed work.

UNESCO Assistance

One technical assistant in general printing techniques has been supplied by UNESCO for the past four years. While nominally

assigned on an half-time basis to the Education Press, his time has been in heavy demand by the other three government presses. As a result his services have been spread so thin that he has been unable to adequately meet the needs of any plant.

Asia Foundation Assistance

The Asia Foundation has furnished the Education Press with a good deal of equipment, including the two photo offset presses. These presses are potentially good machines, but they are doing little work. Part of the difficulty is lack of operating parts. One press was left exposed to winter weather for a period of weeks until a decision was made as to which government plant would receive the offset equipment. Rehabilitation has been difficult with untrained help and some replacement parts have not yet been obtained.

Staff Problems

The plant is managed by two Afghans who were trained abroad, in England and Germany respectively. However, their training was in specific technical skills, not in administration.

Preactically all of the approximately 100 employees are young and untrained in printing skills. Such training as they possess, they have received on the job. There are a few exceptions, such as a platemaker for the letter presses. In the case of the photo offset presses, there is simply no staff capable of operating the equipment at anywhere near its potential.

Staff is being trained on the job but key employees are constantly being lost to other presses. It is stated that there has been a turnover of nearly 50% in the staff during the last two years. Much of the reason lies with salary levels; the Defense and Government Presses have more flexibility and can pay better salaries. The level of salaries in the Education Press is so low as to be unattractive to any man with skills in the field.

As a result of the above factors, the production of the Education Press is far below capacity, and the plant is not carrying its expected share of the textbook printing load. During the twelve months ending October 1, 1959, this plant turned out a total of 69,211 books. This is a small part indeed of the annual needs of the 155,000 Afghan public school students, most of whom require several books.

PROJECTED MATERIALS

There are a few projectors and tape recorders in use in Afghan schools. Practically all of this electrical equipment

is found in the middle and secondary schools in Kabul. There are not many films available for use in these projectors, and few of the available films are directed to the curriculum needs of the schools. The largest library is that of USIS. The Fundamental Education library is also available, but, as pointed out, consists largely of donated films.

Since most Afghan schools outside of Kabul have no electricity, the usual type of motion picture or filmstrip projector holds little promise. The two Fundamental Education mobile units do provide a small amount of service to schools in the Kabul area.

Development of the Sunlight-Powered Projector

With the development of the sunlight-powered projector, however, some promising new possibilities of projected materials have become available to Afghan schools. This projector, using the almost continuous sunshine in Afghanistan, potentially can bring into Afghan classrooms a series of projected pictures tailored specifically to the needs of Afghan education. A recent grant of U.S. aid has set in motion the production of both projectors and filmstrips at the Audio-Visual Center.

Training of teachers in the use of these new tools, vital to the success of this project, has not yet been programmed.

EDUCATIONAL RADIO

Few programs of an educational nature are currently carried over Radio Kabul. There are no broadcasts for classroom use. Existing "educational" programs consist of a weekly 10-minute interview with students, a series of speeches and interviews on health, child care and the like, and some storytelling and variety shows for children. English language instruction is planned for the near future.

Facilities of Radio Kabul

The possibilities of educational radio are attractive. In a country where 90% of the population cannot read printed materials, radio is the only mass medium which can be widely received and understood.

A good many kerosene-powered receivers (claimed to be "thousands" by a Radio Kabul official) are already in use throughout Afghanistan, and some (perhaps a dozen) villages are equipped with loud speakers in the public square.

Radio Kabul has two shortwave transmitters (50 KW and 10 KW) used exclusively for "external" (foreign) broadcasts and a 20 KW

medium wave transmitter for domestic broadcasts. The effective output of the medium wave transmitter is believed to be considerably less than the claimed 20 KW.

The medium wave transmitter is said by a Radio Kabul official to be reaching most of Afghanistan. It is the experience of the writer that, while night-time reception may be possible at considerable distance from Kabul, daylight reception is limited to the Kabul region. In Herat, for example, evening reception was fairly good but the 7 to 9 a.m. programs could not be heard at all.

Air time is currently available at very favorable hours for educational use. Domestic broadcasts are programmed from 7 to 9 a.m. and 5 to 10:30 p.m., with noon hour programs scheduled for the near future.

School reception of educational programs could be provided either by solar-powered, battery operated, or kerosene-powered receivers. Because of the almost constant sunny days in Afghanistan, solar receivers would seem to merit investigation.

For the past nine months, the Asia Foundation has provided Radio Kabul with a technician in general broadcasting techniques.

EDUCATIONAL TELEVISION

The proposed closed-circuit television project would provide TV instruction for several faculties of Kabul University, and for a complex of as many as nine secondary schools (including a girls' school and the teacher training school) located near the University. The schools under consideration have a total of more than 11,000 students enrolled. Emphasis would be on extending and improving the teaching of English and demonstrating superior teaching methods in other fields, especially science.

The potential of television for public education has been generally recognized in Europe and North America. For classroom use, however, this medium has achieved only very moderate success, and then generally in fields for which television offers unique advantages.

The field of demonstration teaching is one of the areas in which television has made definite contributions in other countries and it could reasonably be expected to make a contribution to Afghanistan teaching also. English language could doubtless also be taught successfully by television, although radio has proved unusually effective for language teaching and it is doubtful if television would be greatly superior.

Certain questions need to be given serious consideration, and appropriate solutions ascertained, prior to an extensive

development of educational television in Afghanistan. Among other questions, this includes the following:

1. Will adequate technical assistance be provided, and for a long enough period, so that the system will continue to operate satisfactorily to make the constructive educational contribution which is planned?

A vast range of technical skills is required to run and maintain the transmission equipment, produce programs utilizing television's special abilities, direct the studio operation, and supervise the classroom use of the programs. None of these skills now exist in Afghanistan and, since training must go on for a matter of years, we should expect to furnish a great deal of technical assistance for a long time. Without such extensive technical help the television project will certainly fail. This statement is based on observation by the writer of television projects in two other countries which possess greater technical skills than Afghanistan.

2. Would the large sum of money involved in this project be of greater help to Afghan education if spent in other ways? Would education get greater benefit if the same money were spent for buildings, textbooks, vehicles, teacher training, and technical assistance in other urgent areas?

CONCLUSIONS AND RECOMMENDATIONS

The Need for Extension of Teacher Training

First emphasis must be placed on providing more adequate teacher training in the effective use of teaching materials. This need exists whether we are discussing the introduction of new materials or the better use of existing materials.

Training Programs to Back New Projects

There is little point, for example, to bringing into Afghan classrooms solar-powered filmstrips--or charts or radio programs--unless a training program is provided in the use of these materials. It is of the utmost importance that such training should be included in all instructional materials proposals.

Training Programs to Improve Teaching Materials

Apart from the essential need for teacher training to support the introduction of new materials, there is the potential of such training to improve the use of existing materials and resources. Teachers can learn how to make use of indigenous materials to improve their teaching. Blackboards can be improved. Items such as

charts, flannel boards, bulletin boards, three dimensional devices, flash cards and the like can be created at little expense from indigenous materials. As noted earlier, a few classrooms were observed where teachers were already creating and using a wide variety of such materials, a result directly traceable to inservice courses.

As more and better books become available to Afghan classrooms, it is important that teachers should be trained to get the full learning value out of an improved books program. Furthermore, it is not too early to explore the important place of supplementary reading materials, with the likelihood that supplementary books and magazines will increasingly become available to Afghan classrooms. Finally, the whole area of community resources could gradually be opened up in such training courses, including the use of field trips and resource persons.

Recognition of Improved Materials

Devices should be developed by the Ministry to recognize and encourage teachers who show initiative in developing materials for their teaching. Mention of the work of such teachers could be made in Ministry publications. In the "block system" proposed for primary education, these classrooms (both in boys and girls schools) would be recognized as demonstration rooms for a period of time.

Extension of Winter Institute Courses

As noted above, the materials and methods courses of the Winter Institute have made a noticeable impact on classrooms. It is strongly urged that these classes should be continued, and extended. Furthermore, consideration should be given to the provision of similar training for women. The continued presence is needed of a technician with a background in indigenous materials development. Working with the capable U.S.-trained Afghan, this technician should be able to increase the number of teachers trained in the materials field.

Increasing the Leadership of AVC

The Ministry Audio-Visual Center must provide greater leadership in in-service training. Faced with a very large program of locally-produced filmstrips and projectors, the AVC needs technical help in organizing and carrying out such training, plus a program of general instruction in locally-made materials.

Pre-Service Training in Darul Mo'Allameins

Of the four teacher training institutions (Kabul, Kandahar, Herat and Jalalabad), the last three are in their first year of operation. When their programs are fully functioning there should be courses in methods and materials offered in each school. It is

a generally accepted principle that teacher training institutions should give specific attention to the use of instructional materials. Only the Darul Mo'Allamein in Kabul now offers this training.

There will be a need for participant training of a staff member from each institution as their programs develop (also from the Mazar-i-Sharif school if it is opened). It is recommended that such training should be provided for each school when it is in full operation. There will also be a need to provide each school with a small commodity budget in order to build up a modest library of instructional materials for teacher training. It is recommended that the emphasis both in the materials library and in the courses offered be placed on teacher-made materials.

The Critical Need for More and Better Textbooks

We have pointed out the urgent need for an increase in the quantity and quality of textbooks and other printed materials in Afghan classrooms. Furthermore, we should be looking beyond textbooks to the development of reference and library materials, both for teachers and pupils.

Need to improve Ministry Press

Part of the answer to increasing book production lies in improving the efficiency of the Ministry of Education Press. This plant is admittedly capable of much greater production than at present. Additional equipment is not the immediate need although some further items of equipment will undoubtedly be required as production increases and bottlenecks appear.

The present inadequate production can be charged to several causes:

1. Lack of experienced personnel to organize and manage the plant.
2. Lack of trained staff in practically all printing operations.
3. Insufficient flexibility of operation under present Ministry status.
4. Probably shortages in some key items of equipment.

It is important that vigorous measures should be taken to correct the problems hampering production. Specifically, it is recommended that:

1. The plant should be given semi-autonomous status, permitting it to be reorganized along commercial lines. While an initial subsidy would be required, eventually printing costs for books would be charged to whatever agency is involved, on the basis of a price reflecting the cost of labor, materials, maintenance and capital investment. Overall supervision would, of course, rest with the

Ministry. Only with some such freedom of operation is there hope of adequately increasing the efficiency of the Press, with consequent lower costs and improved quality of books.

Unless such a change in status is authorized, there is little point in spending money on further technical help or commodities.

2. Technical assistance should be provided in plant management and in staff training. It has been recommended by the Asia Foundation that a management advisor should be provided initially, to study the plant and recommend the further technical assistance needed. This recommendation is strongly endorsed. Undoubtedly, a team of several technicians will eventually be needed over a period of several years.

3. Equipment should be provided as needs develop, but only after present equipment is running somewhere near capacity.

4. Technical assistance should be provided to develop improved textbooks to meet the specific needs of the Afghan curriculum. Such a technician would work with Ministry officials in a re-study of the textbook needs of the educational program, assist in planning and writing such books in accordance with the best technique. A competent textbook illustrator should also be provided to increase the effectiveness of the general technician.

5. The Ministry should reconsider its policy of giving pupils permanent possession of textbooks. This policy has commendable purposes, among them involving the home in learning activities and building up home libraries. However, the practice conflicts seriously with the Ministry goal of improving the quality of its textbooks. These improved books will require better paper, more use of color, perhaps heavier covers, and they will inevitably be more expensive than heretofore. It will become too heavy a financial burden for the Government to continue to replace books annually. Fortunately, these improved textbooks should have a potential life of several years. These facts collectively point clearly to the need for reconsidering the policy of permanent possession of textbooks.

6. The possibility should be explored of printing in quantity sets of teaching charts of "large books" to distribute widely to teachers. These charts could be printed on newsprint (available very cheaply in Kabul) and the total cost of such a program would be remarkably low. Key ideas from such courses as language, science, literature, reading and the like could be put into chart form and assembled into sets. Teachers would have both an effective device to use when textbooks are in short supply and a very useful teaching tool under any circumstances.

7. Steps should be taken to develop supplementary reading materials for classrooms and emerging school libraries, and to feed the growing literary appetite of the nation. As a partial answer to this need, it is suggested that a study should be made of the operation of the Burma Translation Society, a project of the Ford Foundation, which has developed a wide range of publications in Burma.

AN EXPANDED SCOPE FOR THE AUDIO VISUAL CENTER

There is a real need in Afghanistan for an agency to provide leadership in developing educational materials to meet curriculum needs. The Ministry of Education Audio-Visual Center is the logical office to supply this leadership, and, indeed, it has made some small progress in this direction.

The need is to give the Center sufficient backing to enable it to move ahead on the many fronts involved. There is need for an expanded and continous teacher training program. There is need for quantity production of selected indigenous materials such as those developed by the Institute and encouragement to commercial firms to produce other materials. There is need for coordination of the scattered classroom developments already visible around the country, for publicizing and sharing of their achievements. There is need for study of the most effective materials for achieving curriculum goals.

The Center, in short, should be capable of moving ahead on a variety of fronts, using training, production, demonstration and research to advance the cause of better instructional materials in Afghan schools.

Needs of the Center

These goals cannot be achieved overnight. A gradual program of developing building facilities, skills and understanding will be required. The following recommendations are directed to this goal of producing overall leadership in instructional materials:

1. The name of the Center should be changed to Instructional Materials Center. This recommendation is made only after considerable thought and discussion with many Afghans. Here as in other countries, the term "audio-visual" has come to mean projected materials, particularly motion pictures. This association is misleading and unfortunate in a project which should put its emphasis mainly on indigenous materials, and whose interest is in the entire broad field of teaching materials.

2. Technical assistance is needed in materials production. This technician, already discussed favorably by ICA and the Ministry, will develop production of filmstrips for the Afghan curriculum, supervise the production of sunlight projectors and stimulate the production of various indigenous materials.

3. Technical assistance is needed in materials use. The immediate need is for a technician with educational background to develop constructive use of all materials produced at the Center. He would work with the schools chosen for initial use of the filmstrips, train teachers in the use of other Center-produced materials, stimulate in-service courses in the Center and in the field. While the development of the filmstrip project will necessarily require close to full-time supervision at the outset, his long-term efforts will be directed towards developing the expanded program outlined earlier.

4. Commodities, both equipment and supplies, will be needed to develop the filmstrip project, to develop effective teacher training, and to stimulate production of local materials.

5. Additional local staff, local commodity budget, and building space will be needed as the Center services grow. These needs will be the responsibility of the Ministry of Education, which has indicated a willingness to back the project as it shows results.

6. Further participant training should be provided in materials production and use (emphasizing filmstrips and other locally-made materials) and in teacher-training.

EDUCATIONAL RADIO

Because of the favorable combination of circumstances noted earlier, radio offers the possibility of making important contributions to Afghan education and at relatively modest cost. Programs should be selected from educational fields which lend themselves well to radio treatment, fields in which radio education has been successful in other countries. These fields might include music, language-teaching, elementary science, stories. Such programs could do effective direct teaching, and they could also serve as in-service training, with demonstration lessons by excellent teachers, introduction of new techniques and the like. As a matter of fact, the cumulative effect of repeated demonstrations of good teaching could well be one of the most important results of educational radio.

It is important for the programs to be introduced slowly (starting perhaps with 15 minutes per day or one half hour twice per week) and expanded only as good radio material is developed and teacher demands warrant the increase. The schools chosen for

be developed require the utmost in flexibility, ingenuity, and creativity. The goal of universal primary education in Afghanistan will not be realized during the period covered by this study. Illiteracy will not be eliminated. Desirable levels of teacher education will not be reached for all persons. Housing and instructional materials will not be of a quality desired by the Ministry or field personnel. Facing these and other facts of limitation in a realistic manner and yet developing a program that will contribute to the forward momentum felt in nearly every quarter requires greater resourcefulness and greater support than many of the "blanket or saturation" programs designed to completely meet needs -- and supported by adequate resources.

While it appears inevitable that the Royal Government of Afghanistan will have to dedicate an even larger portion of its resources to primary education if it is to meet its national goals in other areas as well as in education, the fact remains that leadership and resourçes will have to be applied at critical and urgent points for some time to come. This means that the evaluation of the level of development of Afghan education against a rigid set of criteria (usually presented as the extreme position on a scale of excellence) will be of little value and will actually be a disservice in this respect. It is believed that a more comprehensive approach is required. When one considers only how far Afghanistan has to go in achieving her national aspirations in primary education, it is not immediately encouraging; when one considers how much Afghanistan has accomplished in the last half century, and especially since World War II, it is truly impressive. Instead of making evaluative judgment only on the basis of how much is spent on a given program, other factors such as applicability, timing, excellence of administration, rate of development, and allegiance to basic principles must be considered.

Realistically, the dynamics of the program in primary education are a result of several identifiable factors:

1. Public and government interest in the program.
2. Facilities of all types at every level.
3. The national economy.
4. Levels of training of all leaders.
5. The level of competency of cooperating agencies and governments.
6. Basic beliefs regarding proper kinds of education.
7. Cultural patterns as those reflected in languages and religion.
8. The national concept of an "educated man."
9. Geographic and space factors.
10. Climatic factors.

These influences are not mutually exclusive in nature. Sometimes, however, it becomes clear that money is not always a priority item. The inter-action among these factors -- and many others not identified here -- will, in a large measure, determine the future of primary education in Afghanistan. Sound judgments regarding the program in primary education must include a recognition of this fact. Two

this project will need to be in the Kabul area due to daylight reception problems with present transmitter output. Girls' schools should be included among those selected.

A project directed to education by radio would need to make provision for the following needs as a minimum:

1. Technical assistance is needed in producing educational radio programs. This technician would work with the selection of educational material appropriate for radio, writing of scripts, producing and taping the programs.

2. Technical assistance should be provided in classroom use of radio. Included would be selecting and working closely with pilot schools, training teachers in the classroom use of radio and evaluation of the educational broadcasting.

3. Technical assistance is needed in installation and maintenance of radio receivers.

4. Commodities should include a minimum of one hundred receivers and spare parts to provide reception in sufficient schools to make the influence of the program felt in Afghan education.

5. Participant training must be provided in both the production and utilization of educational radio. Returned participants would be expected to provide the long term leadership for the program.

This project is capable of making an important impact on Afghan Education. However, it should not be undertaken unless it can be implemented to at least the minimum needs noted. This is not a project that can succeed without full backing in technical assistance, participant training and commodities. A logical contract source for implementing this program would be a university which has a successful regional radio program.

CONCLUSION

Without doubt there are pressing needs for more and better instructional materials in Afghan classrooms. However, there are good prospects for meeting these needs. Indeed, some of the most promising answers can be found in the development and use of materials and facilities already available. The success of a program emphasizing indigenous materials will depend greatly on more effective teacher training.

CHAPTER X

IN CONCLUSION

The preceeding chapters present a report on public education in Afghanistan. Throughout, a process has been emphasized as opposed to specific and definitive answers to the major problems in the total educational program. Conclusions and recommendations are significant in relation to the respective area under discussion, and in relation to the developmental analysis which characterizes and supports each area: elementary, secondary and women's education, vocational education and learning materials. Therefore, Chapters V, VI, VII, VIII and IX, representing the five areas indicated above, are both independent and interrelated at the same time. A summary of conclusions and recommendations would be repetitive, too limited in scope and out of the context. For this reason, the reader is referred to each of the respective chapters for conclusions and recommendations.

Priorities

The question of priorities is basic in a report of this type. While the members of the Team concur on the often repeated statement that a first and basic need is teacher training, they are in agreement also that it would be unwise to give priority details. The programs are so interrelated that priorities will necessarily change, and perhaps frequently. Decisions as to priorities are inevitably determined by cultural values and are best interpreted by those who are a part of the culture.

While specific priorities are not established in this report, procedures for arriving at them have been recommended. First, there should be as wide consultation as possible among the responsible persons and agencies. Second, there should be adequate utilization of the new professional leadership now emerging among those in status positions, and among the younger leaders of promise. Third, there should be an increased use of professional conferences to gain the widest possible participation, and to involve as many persons as possible in the educational concerns of the nation. Fourth, agreed upon policy should be made a matter of written record. And, fifth, programs given high priority should rest on adequate leadership, supported with an authority commensurate with the responsibility.

Assistance from Friendly Agencies and Countries

Progress made under the five year plan was made possible through the cooperative efforts of the Royal Government of Afghanistan and friendly agencies and countries. It was anticipated in the formation of proposals for the second five

year plan that these cooperative endeavors would be continued.

First responsibility, of course, rests with the Royal Government of Afghanistan. The initiative for program planning and development must be assumed by the Afghan educational leaders. The maximum effort of the Government - manpower, economic support, and professional leadership - is needed in support of the program.

If the Royal Government should desire to request the assistance of supporting agencies and friendly countries, as is currently planned and as has already been proposed, then suggestions concerning contract and direct hire technicians are in order.

It is suggested that there be four contract projects for the development of the program as outlined in this survey report. One would be concerned with teacher education, both pre-service and in-service. One would pertain to the vocational program as outlined in Chapter VIII. The third would be in the area of educational materials as proposed in Chapter IX. The fourth would be concerned with school organization and administration. Respective responsibilities would be assigned as previously suggested. These areas appear to be sufficiently distinctive and closely interrelated to warrant a contractual relationship for the fulfillment of these responsibilities. All other technicians should be direct hire, with their work coordinated under a general director of the program. It would also be the responsibility of the director to effect a coordination of effort between all contract and all direct hire technicians.

APPENDIX A

COMMITTEE MEMBERS, MINISTRY OF EDUCATION

Primary Education Committee

Mr. Mohammed Ma'il, President Elementary Education, Chairman
Mr. Mohammed Fazal, Institute of Education
Mr. Aziz Hamid, Primary Department, Ministry of Education
Mr. Haji Abdul Wahid Mansuri, Director, Fundamental Education
Mr. Mirabuddin, Provincial Director, Kabul Province
Mr. Mohammed Hashim Rahimi, Primary Department, Ministry of Education
Consultants:
- Dr. Robert Simpson, Columbia University Contract Team
- Dr. Fred Harris, Member Public School Survey and Planning Team

General Secondary Education Committee

Dr. Mohammed Akram, President, Secondary Education, Chairman
Dr. Mohammed Haider, Director, Vocational Education
Mr. Sami Hamid, Vice President, Institute of Education
Mr. Marshall Ayeen, Director, Darul Mo'Allamein
Mr. Abdul Habib Hamidi, Director, Ghazi
Mr. Niamatullah Maroof, Director, Habibia
Consultants :
- Dr. Earl Bowen, Science Specialist, Columbia University Contract Team
- Dr. W.H. Griffin, Secondary Education, Columbia University Contract Team
- Dr. Ralph D. Purdy, Member Public School Survey and Planning Team

Education for Women Committee

Dr. Mohammed Akram, President, Secondary Education, Chairman
Mr. Mohammed Ma'il, President Elementary Education
Mr. Aziz Mohammed, President, Inspection Department
Mrs. Etemadi, Directress Malalai Lycee
Mr. Mohammed Omar, Director, Rabia Balkhi School
Mre. Mohammed H. Rahimi, Member Elementary Education Department
Mrs. Seemeen, Directress, Middle Schools for Girls
Mrs. Shafiqa, Directress, Elementary Schools for Girls
Mrs. Wardakee, Directress Zarghuna Lycee
Conslutants:
- Dr. Ruth Smith, Solumbia University Contract Team
- Dr. Helen G. Trager, Member Public School Survey and Planning Team

Vocational Education Committee

Dr. Mohammed Haider, Director, Vocational Education, Chairman
Mr. Himatullah, Director, School of Commerce
Dr. Shah Mohammed, Director, Vocational-Agricultural School
Mr. Mohammed Nasim, Director, Afghan Institute of Technology
Mr. Ahmad Shah, Ministry of Mines and Industries
Consultants:
- Mr. Earl Moncur, Chief, Wyoming Contract Team
- Dr. Stanley Peek, Member Public School Survey and Planning Team

General Education Services Committee

Mr. Hamidullah Enayat Seraj, Chief of Publications of the Ministry of Education, Chairman
Mr. Mohammed Ma'il, President, Elementary Education
Mr. Abdul Afu Babury, Kabul University
Mr. Farid, Ministry of Education Library
Mr. Sultan Hamid, Ministry of Education
Mr. Haji Abdul Wahid Mansuri, Director, Fundamental Education
Mr. Mohammed Karim Towfique, Institute of Education
Consultants:
- Mr. James A. Cudney, Communications Media Advisor
- Mr. William G. Hart, Member Public School Survey and Planning Team
- Dr. Henry Ray, Methods and Materials Specialist, Columbia University Contract Team

Teacher Training Committee

Mr. Ghulam Hassan Mujaddidi, President, Institute of Education, Chairman
Mr. Ghilzai, Institute of Education
Members from other committees:
- Primary Committee --Mr. Aziz Hamid
- Secondary Committee -- Mr. Marshall Ayeen
- Women's Committee -- Mr. Mohammed Hashim Rahimi
- Vocational Committee -- (No representative)
- General Services Committee -- Mr. Haji Abdul Wahid Mansuri

Consultants:
- Dr. Robert Simpson, Columbia University Contract Team
- Dr. W. H. Griffin, Columbia University Contract Team
- Dr. Ralph B. Spence, Chief, Columbia University Contract Team

Dr. H. Emmett Brown, Chief Education Division, USOM/A, served as a roving consultant to all working committees, except Women's Education, until his departure on home leave October 27, 1959. He was succeeded by Dr. Benedict Ray, Acting Chief, Education Division.

APPENDIX B

STUDIES AND REPORTS ON EDUCATION IN AFGHANISTAN

Basic to a survey and planning task of the type faced by this group is an acquaintance with the related literature. The group read widely in encyclopedias, histories, and general reports. Several reports seemed to be significant enough to be included here in summary form.

No survey team begins at the beginning of their task. They must build on the work of others. It was recognized that some of the available reports had been effectively used as guidelines in Afghan education. They are as follows:

UNESCO, "Report of the Mission to Afghanistan", 1952.

This short report is largely descriptive in nature. It is valuable for the picture it provides of Afghan education a decade back. The recommendations, however, are only loosely coordinated and are highly specific in nature. The report treats the education of girls and women, elementary, secondary and technical education, teacher education, adult education, finance, and educational services. While many problems are identified, no suggestions are given on how to solve them.

The Royal Afghan Ministry of Education, "The Five Year Economic Development Plan", 1956.

This report is on the proposed role of the Ministry of Education in the total five year economic development plan of the RGA. It serves as an excellent guide in understanding the points of emphasis having significance for the Ministry personnel and the nature of the plans now being carried out by the Ministry. Although no separate notation will be made on the volumes, the Team has studied the 1959 reports of the Ministry of Planning on the five year plan. The reports all serve to point up the admirable effort being made to reach substantial goals in the important area of education.

The Royal Afghan Ministry of Education, "Education in Afghanistan," 1956.

This handbook of 94 pages presents a brief description of all of the education activities of the Ministry of Education. It emphasizes catagories of schools, female education, teacher training, adult education, administration, inspection, foreign educational aid and general services. It provides concise information on Afghan education. The printing and format are of good quality.

William L. Wrinkle, "An Analysis and Evaluation of the Afghanistan/United States Cooperative Program in Education with Recommendations for Further Program Improvement," 1956 - Memeographed

This report was of value to the team because of the following: (1) the list of specific educational needs, (2) the list of criteria for program development and evaluation, and (3) the emphasis on the need for long term planning.

UNESCO, "Report and Recommendations of the UNESCO Regional Seminar on Educational Reform in South and East Asia" 1958 - Mimeographed

While this report is necessarily somewhat general in nature, it presents a good summary on an excellent conference. Short, concise summaries of basic points of view in educational problems and practices are presented in readable form. Far more than 100 suggestions, policies and statements of point of view are presented under ten major headings on 30 pages. The major headings are: (1) Factors Affecting Reform, (2) New Objectives in Education, (3) Curricular Reform, (4) General Difficulties, (5) Educational Reforms at the Primary Stage, (6) Education Reforms at the Secondary Stage, (7) Planning and Implementing Educational Reforms, (8) Administration and Supervision, (9) Finance, and (10) International Assistance. This report serves as an excellent reference on regional attitudes regarding educational matters.

David Graham; <u>Vocational Education in Afghanistan</u>, <u>A Pattern for Development</u>, 1958 - Mimeographed, 67 pp.

This well-written report by the Vocational Industrial Education Advisor, M.S.M. to China is organized into five parts: (1) About the Country, (2) About the Assignment, (3) Vocational Industrial Education in Afghanistan Today (4) Guidelines in Vocational Industrial Education (5) Recommendations and Proposals. The major space is given over to Part IV, Guidelines, which largely a recounting of experience elsewhere that failed and an effort to analyze the reasons. The approach and presentation are ingenious. The report is stimulating and practical.

W. H. Griffin, "There May Yet Be Time", 1959 Mimeographed.

This publication is presented through the Institute of Education of Kabul University. Basically, the paper presents an analysis of the relation of educational development in Islamic countries to historical and recent events in Islamic cultures. There are two major emphases in the report: (a) the role of education in the development of social values in Islamic cultures, and (b) the relation of education to selected

basic Islamic concepts. This report is useful because of its focus on education.

Michael F. P. Nightingale and Richard E. Spencer, "A Demographic Study of the Village of Baghrami." 1959 Mimeographed.

This publication is a report of a study carried out under the general sponsorship of the Ministry of Planning to test the approximate methodology that might be used in a national census. The report was of value to the Team because of the rather complete picture it gives of population distribution by sex and age: deaths by sex, age and cause; marital status and family size; and education, literacy, occupations, and place of birth. Although the study was confined to one village, the dimensions of some of the factors related to education are well illustrated.

Teachers College, Columbia University, Teacher Education Team and The Institute of Education, University of Kabul, "Six Months' Report"

These reports, published semi-annually, provide background data on the development of the "Institute-TC" team. The presentation of the functions by the Institute of Education was of particular value.

Ross J. Martin, Donald L. Kemmerer, M.B. Russel, and Carl S. Vestling, "The University of Afghanistan - An Evaluation of its Present Status and Recommendations for its Future Growth and Development," 1959. Typed copy. Final report in preparation.

This report on Kabul University was done by four persons from the University of Illinois under contract with ICA. The Public School Planning and Survey Team had access to a preliminary draft of the report. It was most useful in providing the following kinds of information:

a. The factors affecting articulation between the University and other levels of education.
b. The structure of the University and suggested modifications.
c. The needs of the University.
d. Manpower needs and their relation to education.
e. A sketch of primary and secondary education.

APPENDIX C

R E F E R E N C E S

Ali, Mohammed 1959 Afghanistan, The Mohammed-Zai Period. 210 pp: Kabul

Brown, Emmett 1959 The Afghan Educational System. A report prepared for the Taiwan Education Conference, April 20-25, 1959. 5 pp: Kabul. Mimeographed.

David, Henry (Editor) 1957 Womanpower. 371 pp: National Manpower Council, New Yorker, Columbia University Press.

Griffin, W. H. 1959 There May Yet Be Time - Today's Educational Challenge to Education in Islamic Countries. 23 pp: Institute of Education. Kabul. Mimeographed.

Lichtenstader, Ilse 1957 "The Muslim Woman in Transition", Based on Observations in Egypt and Pakistan. 14 pp: A report from Sociologus, Volume 7, Number 1. Berlin.

National Society for the Study of Education - 58th Yearbook 1959 Community Education - Principles and Practices from World Wide Experience. 393 pp: University of Chicago Press.

Nightingale, Michael F. and Spencer, Richard E. 1959 A Demographic Study of the Village of Baghrami. Unpaged: Kabul. Mimeographed.

Royal Government of Afghanistan Ministry of Agriculture Undated Five Year Plan for Development of the Royal Afghan Ministry of Agriculture. 29 pp: Kabul. Mimeographed.

Ministry of Education 1956 Education in Afghanistan. 95 pp: Kabul.

1953 Manual of Primary Education in Afghanistan. 25 pp: Kabul.

Ministry of Planning 1959 Survey of Progress. Volumes I-IV, Government Printing House, Kabul.

1956 Five Year Economic Development Plan. 28 pp: Kabul. Mimeographed.

Smith, Ruth	1957	Education for Women in Afghanistan. Terminal Report. 20 pp: Kabul. Mimeographed.
Spencer, Richard E. and Ali, Abdul	1958	Educational Statistics of Afghanistan. Unpaged. Kabul.
Teachers College Columbia University		Six Month Progress Reports.
UNESCO	1952	Report of the Mission to Afghanistan. 87 pp: Paris.
	1953	Women and Education. 264 pp: Paris.
	1958	Report and Recommendations of UNESCO Regional Seminar on Educational Reform for South and East Asia. 30 pp: New Delhi. Mimeographed.
USOM/Afghanistan Brown, Emmett	1959	Planning for Afghan Education. Unpaged. Kabul, Mimeographed.
Graham, David	1958	Vocational Education in Afghanistan. 67 pp: Kabul. Mimeographed.
Snyder, Robert M.	1959	Project Progress Report. 112 pp: Kabul
University of Illinois	1959	The University of Afghanistan. An Evaluation and Recommendations. 149 pp: Kabul. Typescript.
Wrinkle, William, L.	1956	An Analysis and Evaluation of the Afghanistan - U.S. Cooperative Program, in Education with Recommendations. 84 pp: Kabul. Mimeographed.
Wilber, Donald, N. (Editor)	1956	Afghanistan. 501 pp: Human Relations Area Files, New Haven Conn.

problems then emerge: First, since a "saturation" program to meet all needs cannot be carried out, how are choices to be made within the program? Second, at what points can cooperating agencies and governments make a maximum contribution?

In order to arrive at a decision regarding these two problems, it is necessary to note some factual data on the schools. It should be clear, however, that this is not presented as material for comparison with a point of reference representing excellence. It is presented as a base for program analysis and planning.

Part 4

NOTES ON PRIMARY EDUCATION IN AFGHANISTAN

Children of elementary school age are provided with one of two kinds of schools. The primary school has a six-year program. The village school has a three-year program. Village schools are provided in areas where it is not presently possible to establish primary schools.

Village Schools

Village schools are one-teacher institutions and emphasize literacy, writing, and religious matters in the curriculum. They are taught by literate persons of the village. In some cases these persons are mullahs or religious leaders. With some exceptions, the level of education of village school teachers is moderate to minimum. Most have a sixth grade education or less. Almost none have had professional training in teaching.

There are now 405 village schools in Afghanistan. 93.05 percent of these schools are for boys. Village schools for girls were first established in 1957. There are a few village schools in which there is co-education. Decisions on this matter are made by the villagers at present.

TABLE 5.1

BASIC DATA ON THE RURAL SCHOOLS, GRADES 1 - 3[1]

Year Afghan	Year Western	No. of Girls Schools	No. of Boys Schools	Total No. of Schools	No. of Students Boys	No. of Students Girls	No. of Teachers B	No. of Teachers G	Stu. Per T. B	Stu. Per T. G
1329	1950									
1330	1951		42	42	885		42		21.1	
1331	1952		177	177	6667		177		37.7	
1332	1953		285	285	9612		285		33.7	
1333	1954		338	338	12762		302		42.3	
1334	1955		358	358	14978		355		42.2	
1335	1956		384	384	16421		381		43.1	
1336	1957	4	453	457	21744	153	449	3	48.4	51.0
1337	1958	3	462	465	23725	224	464	4	51.1	56.0
1338	1959	25	479	504						

(Footnote on next page)

The village school has become the country's answer to basic need for literacy education. In a less homogeneous culture, literacy by itself would be a questionable goal. The value patterns of the culture certainly will not be made less rigid, or less transmissible by the achievement of minimum literacy standards. In fact, the transmission of value patterns in Afghanistan is accomplished by a variety of individual-centered techniques that have become less and less significant in some Western cultures in recent years. Minimum literacy, added to a heterogeneous and/or unstable culture, tends to create greater diversity and contrast because of the infusion of the greater number of unassimilated ideas. The homogeneity of the culture in Afghanistan may be a dominant characteristic long after profound changes have taken place in cultures with more diverse characteristics. The importance of all of this is that value decisions and choices for most persons may not be made primarily on an individual basis for some time to come. Values will continue to be largely derived from the culture rather than formed on an individual basis. The value transmission task of the school is reduced; the school can more safely concentrate on "literary type" goals.

Minimum literacy programs which generally do not contribute to the ability to do critical thinking, develop individual initiative, sponsor creative thought, or promote social independence and maturity must be accepted for what they are really worth -- literacy alone. Important as these values are in a culture which derives its momentum from dynamic interaction of diverse elements, they probably aren't essential on a priority basis to the basic mass education program in this country at the present time. While this line of reasoning would be automatically rejected by many persons in Western cultures, it is believed that educational goals of the village school do not need to be changed at this time. The quality of the program leading to the minimum goals now in existence is probably in need of immediate attention, however. Thus, all of the recommended program elements presented in this report are equally applicable to village and primary schools.

One or two caution signs regarding village schools need to be ovserved. First, there is a reasonable basis for questioning the rapid expansion of the village school movement without firm minimum standards regarding housing, sanitation, teacher qualifications, and materials. Second, the pupil-teacher ratio is reaching a point where basic values may be endangered. (See TABLE 5.2)

The village schools are close to the people. Apparently they form a comfortable kind of social unit for the children and for the village. They appear to be less rigid in many program elements than the more closely supervised primary schools. The dedication of the good village school teacher to his task is often exceptionally complete. The possibility of extending the village school program into forms of education not now in use in Afghanistan should not be overlooked. Despite the fact that many leaders see the primary school

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1 (footnote from page 18)
Adapted from data presented in Richard E. Spencer and Abdul Ali, Educational Statistics of Afghanistan, 1958 - 1337. Unpaged

CHAPTER I

THE ASSIGNED TASK

Afghanistan, the cradle of ancient civilizations, has increasingly recognized the importance of education to the welfare of the nation during the past quarter century. After independence was achieved in 1919, the Government promoted the establishment of Lycees for the training of government officials and initiated a general program for public school improvement. This culminated in the development of the five year plan in 1956, and the placing of emphasis on a teacher training program and on an agriculture program. Cooperative agencies included the University of Wyoming and Columbia University. The Universities were also agents of the International Cooperation Administration of the United States.

The Royal Government of Afghanistan, and its various cooperating agencies are interested in continuing the program of improvement which has been under way during the first three years of the five year plan. The preliminary steps have been taken to identify the basic elements for public school education, and the development of recommendations basic to continued progress constituted the two major goals of various committees established in the Ministry of Education and the Public School Survey and Planning Team of the International Cooperation Administration.

THE FIRST FIVE YEAR PLAN

The first five year plan was initiated in 1956. It had a four-fold purpose:

1. To enlighten the masses of the country.
2. To awaken the masses to their duties and obligations towards their homeland.
3. To assist in the task of developing the latent resources of the country.
4. To facilitate control of change, so that all efforts and endeavors may be coordinated for the attainment of the set goal.[1]

The five year plan was established upon certain concepts and beliefs which were held to be significant to the people and to the Government of Afghanistan. These concepts and beliefs were interpreted as follows:

1. The basic needs of a people are interdependent, and one cannot be developed with out a comparable development in the others.

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[1] Five Year Economic Development Plan, Kabul, Afghanistan, September, 1956. Interpreted from page 1.

as a terminal-course school, it is likely that various pressures will keep its program heavily oriented toward the intermediate and secondary schools. In such a case the village school may become the true school of the people. When it becomes possible to transform the village schools into primary schools, every effort should be made to retain the folk centered nature of the village school.

Primary Schools

The changing nature of the goals of primary education has been noted in a previous section. The increasing concern over education for girls is likely to cause an even greater shift in objectives during the next several years.

TABLE 5.2

BASIC DATA ON THE ELEMENTARY SCHOOLS[1]
GRADES -1 - 6

Year Afghan	Year Western	No. of Girls Schools	No. of Boys Schools	No. Students B	No. Students G	No. Teachers B	No. Teachers G	Students per Teacher B	Students per Teacher G
1329	1950		285						
1330	1951	9	274	86363	5048				
1331	1952	11	272	86882	5904	2124	103	40.9	57.3
1332	1953	12	277	87662	6828	2234	111	39.2	61.5
1333	1954	13	277	85993	7977	2515	142	34.2	56.2
1334	1955	13	290	87635	9036	2485	168	35.3	53.8
1335	1956	16	316	89660	10012	2551	162	35.1	61.8
1336	1957	18	313	96173	11008	2438	179	39.4	61.5
1337	1958	20	318	105348	12022	2555	197	41.2	61.0
1338	1959	26	328						

Table 5.2 shows that there has been a recent increase in the number of boys and girls attending primary schools. With the increasing interest in education that currently prevails, it is likely that the demands for education will become more and more marked. The possibility of receiving requests for schools far in excess of those currently anticipated should not be overlooked.

The curriculum of the primary school includes religion, Persian, arithmetic, history, Pashto, geography, writing, physical training, natural science, drawing and handicrafts, and some practical agriculture.

1 Spencer and Ali, Op. Cit., Unpaged. Adapted.

TABLE 5.3

SCHEDULE OF HOLDING POWER OF SCHOOL THROUGH GRADE SEVEN

Given 1,000 first graders, drop out and failures will occur as follows:

Grade	Number	Percent Remaining
Grade 1	1000	
Grade 2	830	83%
Grade 3	730	73%
Grade 4	745	75% Graduates of rural schools enter here.
Grade 5	574	57%
Grade 6	476	48%
Grade 7	228	23% Will begin middle school

The holding power of an elementary school is often a significant indication of its concept of purpose. As has been indicated, the tendency of each level of education to orient its program toward university graduation and degrees is often very great -- especially in areas where degrees have maximum significance. The question of the relation of the primary school to the needs of the people will remain before educational authorities for some time. The answer to the question may depend on the future of the village school. It would seem, however, that Afghanistan cannot support four levels of education at their maturity, so the primary school may eventually become the folk school. This seems reasonable.

Table 5.3 shows that the holding power of the primary school is significant in the light of many limiting factors but that some irregularities exist. Obviously, one unknown factor is that of adequacy of facilities in terms of regional needs. If an adequate number of students could be satisfactorily accommodated from year to year, the problem might be different.

It would appear that the selection of students to be admitted to each successively higher level of education needs immediate consideration. The methods in current use depend too much on subjective judgment. The need for objective data is fairly clear.

Although there is considerable difference of opinion regarding the economic and social status of teachers, it is the observation of the Survey and Planning Team that this is a significant problem. In the first place, the level of training of most teachers is not great enough to give them that quality of self-confidence that leads to high-level professional self-respect. When the standards of a group aren't high enough to assure professional self-respect, they

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[1]n Spencer and Ali, Op. Cit., Unpaged. Adapted.

can be sure that others will not accord them this value. It should be noted that professional self-respect is not the same as sincerity. A teacher may be sincere and yet less than competent. Further, it is doubtful if teaching, which in its best form is truly professional, can be equated with other forms of government service. The kind of service the teacher is required to give should be distinctive and the schedule of remuneration should be distinctive. A comprehensive program for rewarding excellence is essential to a program requiring excellence. On the other hand, no one should request or expect anything exceptional for modest performance or inadequate service. It requires exceptional courage and honesty to provide for the objective recognition of excellence but such qualities are essential to achieving maximum results.

The Education of Nomadic People

It is estimated that there are about 2,000,000 nomadic persons in Afghanistan. At the present, there is only one teacher serving this group. The fact is that the practical problems involved in providing even minimum education for these persons are so complex that no solution may be easily found. While the Royal Government of Afghanistan recognizes the desirability of providing the nomads with an educational program, it must also recognize the persistent requests of other groups who are now oriented toward the need for education. The first step in meeting the needs of the nomads might be to study the program of some countries now using mobile tent schools. The fact that there is no major move in existence to supply educational facilities to nomadic peoples does not indicate a lack of interest in their welfare. Meeting the needs in education may be related to some re-settlement projects now under way. It would seem reasonable to defer a study of this problem until the Government has had more time to consider it.

Conclusion

As the new and emerging programs in education reach maturity it is likely that major professional reforms may be expected in nearly every area of primary education. To impose these reforms without a base of readiness and request would cause serious disorientation in the profession. Consideration is already being given to problems in teacher supply, curriculum, teacher education, supervision, school-community relations and many other areas by thoughtful professional leaders.

The next section of this report reviews the nature of several of the problem areas identified by The Committee on Primary Education.

Part 5

A DISCUSSION OF SPECIFIC NEED IN PRIMARY EDUCATION

Buildings and Equipment

Afghanistan is severely limited with respect to buildings and equipment. With the probable increase in enrollment, the shortage will become more acute. Nearly all village schools are housed in rented rooms and mosques. Primary schools are being built at the rate of about 24 each year. The Committee on Primary Education

indicated that about 200 buildings are needed at the present time. Extensive re-modeling is needed on some buildings and others should be replaced. Some facilities not now being included in buildings should be a part of each new building.

Most buildings have a standard or near standard form. It would appear that research needs to be done on the relation of the building and the educational program. Equipment is quite uniform and inflexible in design. These facts indicate the need for a research program before too great an expansion is made in the building and equipment programs.

A research program might lead to considerable saving in the cost of construction by exploring emphases on the use of indigenous materials, new designs, building techniques, and auxilliary facilities. Research should identify some major economies that can be made in the area.

Many villages are now willing to help provide the buildings they need. While some villages can pay more than others, an ability-to-pay formula can probably be worked out. Through this formula, the wealthier villages would bear a higher portion of the cost of facilities. Direct participation in providing for personal cna common needs brings dignity to the individual and to the group. Also, it seems reasonable that the Government should first help those groups who are willing to help themselves. Required self-help should be explored.

Training-General

The specific participant trainee programs are presented in the section of this chapter entitled, "The Program of Support for Primary Education." A word needs to be said regarding training in general, however. It is not possible to develop a specific set of criteria to determine how much of the training load of a given activity should be handled through a participant trainee program as contrasted with a technician program. Each situation differs. Without a doubt, the training needs are significant. Generally, the participant trainee program has been quite successful. Those Afghans who have returned from such programs are a credit to themselves, to the program, and to those responsible for personnel selection. Participant trainee programs suggested in this report should be coordinated with the program of the Institute and its cooperating agency, Teachers College, Columbia University.

It is more economical, in terms of the cost per person reached, to use technicians. The third country programs recommended for use in the various areas seem especially promising.

In this report, an effort is made to coordinate these training needs, but one or more reviews will need to be made by the policy committee involved.

Materials - See Chapter IX

Community Schools

In dealing with terms like community schools, guidance, or audio-visual education, there is always a real danger that the title will take the place of the program. Programs are called guidance programs because it is "proper" to have one. Professionally, it is sometimes more accurate to say "poor" guidance program or "partial" guidance program. The same may be said of community schools. Schools that merely do something "extra" that is similar to that which is done in the community are not community schools.

A community school is based upon a very close liason with the community; it reflects the total complex of community life patterns and utilizes them in building a comprehensive program. In a full sense, they are schools of the people and the curriculum, adult services, schedules, materials, building facilities - everything reflects it. Actually no two community school programs are precisely alike for no two communities are precisely alike. Presently, techniques for developing and utilizing parent - community interaction patterns are not highly developed. The people are not against the schools. The schools have not been their responsibility. The schools have served children and youth, not adults. The people must be involved. A good community school program must have social and cultural base in the community. This base may form rather slowly. Responsible persons should be prepared for modest developments.

Sooner or later the question of whether to establish demonstration community schools will be discussed. An alternative pattern should be considered. Many elements of good community school programs may appear or be developed in a large number of schools. No one school will have all of them but a review of the program of each will show the true nature of natural developments. It is quite difficult to "demonstrate" selected human behavior patterns at will. A demonstration school purports to do this. Demonstration schools, as laboratory schools, having narrower purposes and goals of shorter range can operate successfully. The community school is complex. Elements of good programs may appear or be started in twenty schools and only a few will mature into real community schools.

The appointment of a Director of Community Schools should give the program great impetus. It would be helpful if this person should also be competent in fundamental education since the two programs offer great opportunities for integration. The self-help concept might well form the base for community action in areas demonstrating community school activities. It is a sound form of citizen involvement. Leadership councils made up of villagers may also be helpful. Over a period of years the community school concept can mean much to the nation. The development of the concept can be aided through the development of professional libraries on the topic and through in-service education.

Adult Education - Fundamental Education

The literacy rate in Afghanistan is quite low. The fundamental life activities of many persons related to health, citizenship,

nutrition, etc. are also in a problem-centered stage of development. Under certain conditions (as an epidemic) the level of performance of these activities could become a liability to the community and to the nation. There is little doubt that many Afghans would like to see a great movement forward in these areas.

Program development is as difficult in this area as in any area of professional education. Several weaknesses appear in the fundamental education programs of most countries. First, the programs rest on too narrow a base - conceived in terms of literacy, for example, instead of complete human development. Second, they tend to emphasize things that can be seen and felt instead of fundamental learning - education. Third, any good fundamental education program involves the interest of several ministries and the necessary cooperation and coordination is often extremely difficult to secure. Only maximum support and intelligent planning can assure the development of a program that isn't subject to these or similar weaknesses. The UNESCO concept of fundamental education is especially useful as a guide-line in this area.

Adult education in the form of literacy education is always popular and is generally well received by the people. The problem in Afghanistan is not whether to have literacy education. The fundamental questions are (a) who shall receive the training and (b) what purposes, other than mere literacy, can this program be expected to fulfill?

There seems to be insistent requests for adult education in trade and technical skills - as commercial skills, for example. The Ministry might wish to explore the use of night schools for meeting this need. Because of the heavy load now being carried by the Ministry and because the persons in such schools would be wage earners, it is suggested that a tuition plan be experimented with to see if the institutions might be self-supporting.

School Administration

The headmasters of the schools apparently are the greatest "untapped" resource for new leadership in the country. Their role has been heavily routine but it can be made dynamic.

The village school council - a lay leadership group with prescribed powers and responsibilities - should be considered. Experimental programs involving village school councils - coordinated with new forms of leadership at the headmaster and inspector levels represent new sources of strength for Afghan education. A maximum of in-service education is required. Pre-service - in-serivce programs with a master's degree as a base should come into existence within the next six years.

Several new programs - as the proposed basic testing program - should directly involve the headmaster. His transportation problems - where two or more schools are involved - should be solved. He should be given more support and more mature professional service should be expected of him.

Basic elements of a program to professionalize the role of the headmaster are certification, salary provisions, training, professional conferences, improved communication, adequate professional literature, and a full supply of training aids. Many of these can be accomplished through existing agencies and groups with a minimum of support. The investment seems to be a promising one.

Special Services - Health and Sanitation

The schools have very limited health services at the present time. The Ministry employs one medical doctor. There are many problems in this area but the cost of additional programs is a factor that can't be ignored. Most of the responsibility for health and sanitation values is personal but some basic facilities are needed. A national study is needed to determine reasonable basic standards. Communities may then be asked to help with the support for the program basic to these standards. Some inter-ministry planning is called for in this area. The problem of providing nurses for schools should be faced now so that the demand can be met when it becomes marked in the next five to seven years. The same is true with respect to doctors. The basic needs at the present are sound long-range planning and intensive in-service education for most teachers in the country. Some limited pilot projects are indicated to provide data for the planning groups. Extensive public education by radio and the press will also be helpful. Most countries have found mass media to be especially useful in this area. Spotty, inadequate programs should be avoided until the Ministry can prepare a well-planned program of fairly intensive action.

Special Services - School Libraries

School libraries may not seem especially important in a situation where there is a shortage of textbook materials. The point is that this situation is changing and even more rapid improvement may be expected with more adequate support. The school library needs will become more pronounced as the village and primary teachers improved their methods of teaching and as the textbook ceases to become the focus of instruction. These changes may be expected to begin under the impact of the current and proposed in-service and pre-service education programs.

A study should be made of the work of the Burma Translation Society. While Afghanistan cannot now begin such an ambitious project, the experience of the group should be helpful in establishing some pilot projects in the writing and translation of supplementary and literary books for children. A box-type system of distributing literacy books to schools might prove useful. A plan should be developed to assure adequate staff for all phases of this emerging field. The potential role of women as librarians should be especially noted here.

Ministry of Education Services

One of the real assets of Afghanistan is the high level of sensitivity among ministry officials to issues and problems of education. Problems and programs are given professional attention

and there is a readiness to re-consider programs.

The coming increasing burden of enrollments, the demands for new services and the increasing interest in womens' education and adult education will all combine to require an even greater effort on the part of the Ministry. Needed policy decisions and studies are going to require much of the time of Ministry personnel and there will be demand for higher levels of training in all areas.

Three or four major activities could give the Ministry support during the period of increasing policy and work load. The utilization of the technicians proposed in this report on some kind of counterpart system should provide additional technical resources. Second, the Ministry should be included in the study of transportation and communication needs in education. Third, a cooperative Afghan-contract team could study the management phases of the Ministry program to be sure that proper staff support, adequate mechanization and related matters, excluding personnel selection, are provided for in an orderly way. This will relieve the top leaders of much detail and provide supporting professionals with the facilities they need to do their work in the most efficient manner. Fourth, the housing needs of the Ministry should be given serious study. This leadership group should not have to contend with housing limitations when their responsibilities are so great.

School Supervision

The present inspector system of the Ministry is related to the old French system. The President of the Department and many of the inspectors, and other interested leaders are re-thinking the relationship of the inspection function to creative educational leadership. The department offers a ready-made organization through which the benefits of a quality training program can flow. In every creative educational situation, inspectors-supervisors have to be constantly engaged in professional self-development in order to "keep up" with the emerging patterns and programs of education.

Many of the same proposals related to the development of headmasters apply equally to inspectors. The leadership basic to professional development must be provided through Ministry and Institute programs for the present.

Curriculum and Instruction

While the curriculum of the primary grades will probably become less segmented as studies in the field of curriculum and instruction are made, it should be noted that some significant changes have been made in recent time. The drawing, handicrafts, and practical agriculture are of this group. Presently the arrangement of the curriculum tends to be rather unexciting and routine. There is little real exploration of ideas and the challenge of the unknown is all but lost in some situations.

The method of instruction tends to emphasize rote learning. In some cases there is merit in rote learning, but in most instances

it is a symptom of inadequate professional experience and development. The question is not one of how to teach; it is one of inadequate training and activity among professionals at the professional level.

The schedule of the school - roughly 8 AM to 1 PM - needs to be re-studied. Fatigue factors and the economical use of the remainder of the day should be considered.

Teachers, instructors, and headmasters would be greatly aided by the development of area curriculum laboratories. Such laboratories would tend to support much needed experimentation in curriculum. Laboratories, experimentation, and in-service education would tend to emphasize the importance of problems in the areas of curriculum and instructions. The team asked many headmasters and teachers to identify the greatest problems they faced. Not a single one identified a problem in the area of curriculum and instruction. Sensitivity in these areas is essential to quality instruction.

Teacher Education

While teacher education remains a major need in the country, major achievements have marked the efforts of the Institute of Education and its cooperating agency, Teachers College, Columbia University. It seems evident that this cooperative relationship is essential to the maintenance of momentum in teacher education. The exact role of the Institute may need to be modified in the future for it seems to have responsibilities in too many areas at the present time. Part of the decision regarding the proper role in the Institute may depend on action regarding the Department of Teacher Education in the Ministry. Eventually this Department may need to be expanded and given more responsibilities so as to more accurately reflect the magnitude of the task in the area. In-service education, a major need of the profession, does not seem to have a secure spot so far as the organizational structure of Afghan education is concerned. Basic organization needs to be studied at this point. While these policy decisions are not urgently needed, there is increasing need for planning in the area. The same is true with respect to teacher supply and emergency training programs. Since there is not complete agreement regarding such programs, some policy studies should be started reasonably soon in order to make secure the achievements that have been made up-to-date. The potential contribution of women teachers in the primary grades should not be overlooked, of course.

A number of experimental approaches to these and related problems can be explored by the Ministry, the Institute, and the recommended technicians. One possibility - if properly coordinated with other approaches - would involve giving the individual teacher more responsibility for his own professional development through the use of a block system of in-service training.

This system would have the following general characteristics:

1. Teachers in neighboring village schools would be organized into informal groups of 15 to 30.

2. Materials of a professional nature - filmstrips, books, bulletins - would be provided for the group.
3. Leadership would be on one of several bases - selected, appointed, voluntary, etc.
4. The members of the group would do some intra-group visitation as each individual will be responsible for demonstrating some new idea in teaching during the year.
5. The members of the group would concern themselves with book reports, panel discussions, meetings with lay leaders, demonstrations, materials, curriculum problems, methodology, etc.

The exploration of this idea might lead to an economical supplement to the regular in-service education programs.

Sooner or later, the country will want to make a careful study of the factors related to the quality of person entering teaching. Some of the factors may prove to be modifiable. The welfare of the children of Afghanistan could be given exceptional support through a study and follow-up program of this type.

The development of laboratory schools at the various teacher education institutions would do much to improve pre-service education and to promote a truly professional approach to education. This type of facility has been of exceptional value in the Kabul area. The degree of freedom from the various routine of the regular school system that is required by a good laboratory school is greater than ordinarily thought. With adequate local leadership, the freedom can provide a base for creative professional work, however.

Closely associated with the potential indicated for the laboratory schools is that of a quality training program for the teaching personnel in the teacher education institutions. Because of the strategic position of these persons for contributing to the immediate and long range professional goals of the country every effort should be made to "hand-craft" the best possible in-service education program for them.

The Committee on Primary Education

The initial explorations of the Committee on Primary Education have been so fruitful that there is adequate reason to believe that it may emerge as a significant force in the educational program of the country. The Committee seemed from the first to be fulfilling a distinct need.

If, as recommended, the Committee is continued, its role should be more clearly defined. Some additions in membership may be required but the Committee should not become too large.

The original assignment of the Committee should become a part of its continuing assignment. That is, it should continue to define and study problems basic to the improvement of primary education in Afghanistan. The suggested list of functions for the Committee follows:

1. Identify problems basic to the improvement of primary education and village school programs.

2. The two basic needs of a contented and progressive society, individually and collectively, are:

   a. A well-knit fabric of economic development in Afghanistan, including the areas of medicine, agriculture, industry, and economics.
   b. An enlightened people conscious of their needs, responsibilities, and duties.

3. Economic and social reforms are dependent upon:

   a. A literate people well prepared for reforms.
   b. A secondary education capable of providing a reservoir of technicians, skilled and semi-skilled labor to implement the measures of reform.[1]

It was visualized that the accomplishment of the purposes of the five year plan, developed within the framework of the concepts and beliefs, should be primarily concerned with six elements. These were:

1. Changes in the teaching programs to make them more functional.
2. Procurement of suitable and well-trained teachers.
3. Procurement of more and better teaching equipment and textbooks.
4. Construction of suitable school buildings.
5. Provision of facilities for educational research.
6. Popularization of the system of community development.[2]

Various agencies of the Afghan Government have contributed to the development of the five year plan. Finances have been provided, school buildings have been constructed, schools have been opened, a training program for teachers has been inaugurated, and major attention has been devoted to agricultural and vocational education. Assistance has been rendered from friendly countries through UNESCO, WHO, UNICEF, Asia Foundation, the German Technical Group, USIS, and the International Cooperation Administration of the United States. Much progress has been made during the first three years of the five year plan.

THE SECOND FIVE YEAR PLAN

With the completion of the first five year plan and the termination of technical assistance from friendly countries in 1961, the Royal Government and the cooperating agencies expressed the need

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[1] Ibid.

[2] Ibid., p. 2.

2. Suggest and request studies in the various professional areas related to primary and village education. These studies should be guided by members of the Committee but adequate staff support must be made available to them or other agencies may do them.
3. Conduct policy inquiries in areas of significance to the Ministry and the cooperating agencies and make recommendations as required.
4. Serve a co-ordinating function in areas where there are several groups interested in some aspects of primary and village education.
5. Sponsor conferences on primary education and village education at the national level and join with other groups in co-sponsoring such conferences when feasible.
6. Publish occasional reports and policy statements to give firm directions to developments in the area.
7. Review reports such as this one, developing suggestions for their use by other groups and utilizing such parts as may seem pertinent to the needs of primary and village education.

By-laws governing the various operational aspects of the Committee's work should be established. Its existence and assignment should be given formal Ministry approval and its period of existence definitely stated.

In order to promote development in the various areas that have been discussed, a program of action is necessary. The next section of this chapter presents recommended program elements basic to the desired development.

Part 6

RECOMMENDED PROGRAM ELEMENTS

In reading this section of the report it may be helpful to keep the following points in mind:

1. The purpose of this section is to suggest things to be done regarding the problems that have been discussed.
2. The recommended program elements are grouped largely under the headings developed by the Primary Education Committee.
3. The recommendations are based on the discussion and analysis presented in the immediately preceding section.
4. The recommendations will be followed by a list of contributions that might be made by cooperating agencies in the form of technicians, participant trainees, and commodities.
5. An attempt is made to roughly equate the recommended program elements in terms of magnitude. If a given recommendation were to be expanded into a full program plan, however, many more details would need to be presented.

6. Program elements are not uniform in character. In general, however, they deal with professional activities to be carried out by individuals, groups or agencies; facilities such as buildings, books, and transport; forms of organization of professional activities or studies of such forms; and co-ordination of the entire program.
7. The list of program elements does not show the distinctions that need to be made in terms of priorities. In some cases this problem is assigned to various groups now in existence (as the Primary Education Committee) or recommended; in most instances a discussion of priority considerations is postponed for treatment in a special section.
8. The recommendations emphasize ways of solving professional problems rather than specific goals to be reached. There are few if any recommendations giving specific standards, of a quantitative or qualitative nature.

Buildings and Equipment

1. Continuous review of school population figures to determine building needs over a ten year period.
2. Experimentation with various materials and construction methods to develop economical village school units.
3. Experimentation with design and construction methods and materials to develop better primary school units.
4. Expansion of the self-help program to all new units in all provinces.
5. Research projects to determine the best and most economical kinds of desks and seats that can be made from local materials. Project to involve all other aspects of equipment and storage facilities.

Training

1. Third country participant programs for presidents and directors responsible for the major activities of The Primary Department and the Department of Inspectors.
2. Participant trainee programs for teacher education instruction with special programs in curriculum, supervision, teacher education, and library service as noted.
3. Participant trainee programs for three persons in the organization and administration of teacher education programs. The three persons are to come from the three teacher education institutions outside Kabul. If a fourth teacher education institution is founded during the period covered by these recommendations, a fourth person - preferably the director of the institution - should be sent to U.S. on a participant trainee program.

Materials

See section on "Instructional Materials" in this report.

Community Schools (See Also "Adult Education - Fundamental Education")

1. Appointment of a Director of Community Schools in the Ministry of Education. (now scheduled by the Ministry)
2. Development of demonstrations of community school activities in various schools, or
3. Development of demonstration community schools.
4. Development of special in-service education programs for leaders in the demonstrations of community school activities.
5. Development of a circulating library of professional materials on community schools for use by leaders in the movement.
6. Coordination of the community school program with the adult education - fundamental education programs of the Ministry. (This coordination must be at the individual school level if it is to be really effective.)
7. Development of the self-help concept in all activities of the community schools.
8. Development of leadership councils among the villagers to provide communication with and a channel for leadership from the villages.
9. Utilization of evaluation teams made up of officials from the Ministry and the Institute of Education and selected lay leaders from the community leadership councils.
10. Utilization of the services of an educational sociologist and educational research specialist as observers and to do limited research on the dynamics of the project.
11. Coordination of the community school programs with Ministry programs in adult education - fundamental education.

Adult Education - Fundamental Education (See also "Community Schools")

1. Expansion of the adult literacy work as now planned by the Ministry.
2. Co-ordination of the work in adult education - fundamental education with the various programs in the community school project.
3. Addition of courses in fundamental education to all in-service education programs.
4. Organization of a committee of professional persons to review the need for and offerings in fundamental education in the pre-service teacher education programs.
5. Development of demonstration programs in the community schools that utilize the full UNESCO concept of fundamental education in addition to the regular literacy work.
6. Establishment of a professional committee to study the needs for instructional materials in adult education - fundamental education and the follow-up coordination of their recommendations with the textbook production program of the Ministry of Education.

7. If the program in fundamental education develops along the lines of the UNESCO concept, and if the demands for training exceed that which can be supplied through the in-service education programs, a training institute should be established. While this need may not develop within the next five to seven years, it should be kept in mind in all long-range program planning.
8. Study the feasibility of setting up an adult education program emphasizing technical skills needed in administration, industry, and the home and various limited leisure time activities. Program might be made self-supporting by use of a tuition base and offered in the evening.

Evaluation of Achievement

Activities in this area are noted under the headings "School Administration" and "School Supervision."

School Administration

1. Development of basic in-service and pre-service programs for headmasters. Pre-service programs to be offered through Institute of Education, if possible.
2. Development of a series of conferences for inspectors and provincial directors of education dealing with the professionialization of the head-mastership and the co-ordination of the work of the inspectors and the headmasters at the local level. (See also item two under "School Supervision" this section.)
3. Revision and preparation of manuals and guides as required.
4. Initiation of an internship program for the training of new headmasters.
5. Appointment of a professional committee to make a study of the feasibility of establishing a basic certification program for headmasters and assistant headmasters.
6. Development of a circulating library of professional materials related to the administration of primary and village schools.
7. Development of a newsletter on administration of village and primary schools for circulation to all headmasters and to other Ministry and Institute of Education officials interested in and responsible for the programs.
8. Utilization of the small study group technique - when transportation permits - involving reports, problem-centered discussions, book reviews, reports on national developments in education, guest speakers, slidefilm (or film) study, and lay-professional discussion groups.
9. Use of a series of regional and national conferences on village school and primary education sponsored by and largely directed by headmasters and inspectors on a cooperative basis.

10. Preparation of a series of slide films on effective primary and village school administration for use in in-service education programs.
11. Initiation of a study to determine the exact magnitude of the transport problem as it relates to the work of Ministry officials, Institute of Education officials, and the headmaster who is responsible for more than one school. The study should provide recommendations regarding the exact needs in the area and how to meet the needs.
12. Development of a series of basic standarized tests with regional or national norms with provision for their administration on a regularly scheduled basis and for an annual analysis and report. (The use of limited IBM equipment for punched card management of data will probably be required during the period covered by this report.)
13. Development of an experimental series of village councils or school boards that are adequately oriented, supported and assisted, but having reasonable, prescribed authority.
14. Development of an experimental local support pattern for all schools in which Ministry support is related in a significant way to an ability-to-pay formula and the willingness of the community to do so.

Special Services - Health and Sanitation

1. Appointment of a committee to establish minimum standards in the area of school health services provided directly to the child and in the area of sanitation facilities.
2. Research and experimentation program to determine the most economical means of providing school sanitation services in the various regions of the country.
3. Incorporation of a complete instructional program regarding the minimum standards in the areas of direct health services and sanitation facilities into the in-service education program of teachers, headmasters, and inspectors.
4. Development of filmstrips and instructional booklets on how local groups can construct and maintain small health clinics and adequate sanitation facilities.
5. Appointment of a national committee from the various interested Ministries to study the problem of providing adequate school nurse services in all major school centers in the country and to make recommendations to the Royal Government of Afghanistan.
6. Development of one or two pilot projects in school health services and sanitation facilities.

Special Services - School Libraries

1. Development of a pilot project in writing and translating books for children. Publication program to be co-ordinated with the total publication program of the Ministry. (This pilot project will serve to establish procedures, methods,

and techniques, and when ready, should be expanded to meet all national needs in the area. Elsewhere in this report reference is made to the work of the Burma Translation Society. The work pattern of this organization may be of value as a guide.)

2. Development of distribution centers at the regional teacher education institutions - as the need arises.
3. Development of a library book box program for distributing materials to schools.
4. With program maturity, experimentation with mobile school libraries should be undertaken.

Ministry of Education Services

1. The total recommendations of this report with respect to technicians in the various areas of education will, when implemented, make available to the Ministry a resource panel that is not now available. In most cases, the technician program provides for positions that correlate with Ministry staffing. The utilization of these joint resources through a counterpart system is recommended.
2. The development of a joint Ministry-contract team to make a comprehensive study of mechanized record systems, auxilliary and support services, program planning and policy development procedures, job descriptions and emerging staffing needs, and related matters involved in administrative programming. Matters of personnel selection are to be excluded.
3. A special study of transportation needs as they are related to the several technicians and counterparts noted in this total program for the next six years.
4. Joint discussions and study of the housing needs of the Ministry for the next two decades followed, if judged necessary, with the building of a new Ministry building or buildings.

School Supervision

1. Continue to offer in-service education programs in the Institute for inspectors and for persons likely to be appointed to such positions.
2. Development of a series of conferences for inspectors and provincial directors of education dealing with further professionialization of the inspectorship and with the coordination of the activities of headmasters and inspectors at the local level. (See also item two under "School Administration", this section.)
3. Continued emphasis on the preparation of new professional manuals and guides.
4. Initiation of an internship program for the training of new inspectors as needed.
5. Development of a certification program for inspectors.
6. Preparation of a series of slidefilms and coordinated

instructional booklets dealing with all phases of good instruction and quality professional performance by the teachers for use by inspectors as in-service training aids upon the occasion of their visit to each school. (The inspector thus becomes an in-service education leader for a few hours during each primary school visit.)

7. Increased involvement of inspectors in planning in-service programs for teachers in the areas of curriculum and instruction.

Curriculum and Instruction

1. Series of regional and local conferences on the objectives of primary schools and village schools to culminate in a national conference on the topic.
2. Publication and distribution of the reports of the above conferences.
3. Appointment of a national committee on curriculum in village and primary schools to study the relationships between the recommendations growing out of the local, regional, and national conferences and the following factors:

    a. Services of the Ministry of Education
    b. Pre-service teacher education programs
    c. Textbook writing and production
    d. Number of courses offered in the village and primary schools
    e. Relationship between the curriculum needs of the child and the self-contained classroom
    f. In-service teacher education programs
    g. Instructional materials other than textbooks
    h. The periods of compulsory education
    i. Articulation of the programs in the village schools, primary schools, and intermediate schools.

4. Development of regional curriculum laboratories on a provincial basis or at the in-service and pre-service teacher education centers.
5. Utilization of the block system of in-service education for activities leading to improvement in curriculum and instruction (For discussion of the block system, see Part 5, Teacher Education, this chapter)
6. Extension of the technique involving the use of experimental curricula to several provincial schools.

Teacher Eduoation and Supply

1. Continuation of the program of the Institute of Education with extension to include the other three Darul Mo'Allameins in the country.
2. Extension of the responsibilities of the Institute of Education in all of the in-service education areas and the

development of a year-round in-service education program.

3. Development of in-service education centers, including dormitories, to be used on a year-round basis. It may be possible to develop such centers at the teacher education colleges but other possibilities should be studied.
4. Development of a block system for in-service education. This involves organization of the teaching force of the country into self-contained study and leadership groups and is discussed in this chapter. (See Part 5, Teacher Education)
5. Development of an evaluation program to determine all facts related to the level of quality of teachers currently entering the profession.
6. Development of a joint Ministry-Institute of Education group to study the problem of teacher recruitment and make recommendations regarding emergency teacher education and recruitment plans where and when advisable.
7. Continuous review of the curriculum in teacher education with special precautions being taken in evaluating it and to relating it to the several in-service and pre-service needs pointed up in the various parts of this report.
8. Development of demonstration (laboratory) schools in connection with each teacher education institution not so equipped at the present time.

Committee on Primary Education

1. Review of the programs, facilities, personnel and facilities noted in this report.
2. Development of policies related to the program noted here.
3. Co-ordination of the policy aspects of the counterpart program.
4. Identifying and requesting special studies basic to the work of the Committee.
5. Reviewing the program as it develops and providing for the necessary evaluation of it. (See also Part 5, Committee on Primary Education, this chapter.)

Program elements may be selected as needed to reach desired goals. In the same way, program support may be developed as needed. The next section of this chapter discusses the various types of support needed for the suggested program.

Part 7

THE PROGRAM OF SUPPORT FOR PRIMARY EDUCATION

The recommended program elements of the preceding section place emphasis on procedures utilizing present organizations and on work-type activities. Most of them emphasize ways of solving problems, rather than identifying goals to be reached. While this element

n the recommendations provides great impetus to professional growth and enables the Royal Government of Afghanistan to achieve maximum results from their investment, two other elements are basic to the "experience in problem-solving" approach. One is training; the other is facilities.

It is the purpose of this section to identify the training (technicians, participant trainees) elements of the program and the commodity support basic to the training and to the program.

Buildings and Equipment

In order to help the Afghans responsible for this phase of the primary and village education programs keep up-to-date on a rapidly changing field, one participant trainee position should be established in school building design and construction.[1] A technician (with Ministry counterpart) should be made available as needed to work in the elementary and secondary fields. Since the Survey and Planning Team recognizes the special need for extensive study and research to guide the building that must be done during the next decade, it is recommended that commodity support be extended for basic experimental work in design and construction. It is believed that the departments involved, the participant trainee, and the technician can also carry the responsibility for the experimental work on equipment that is noted in the recommendations.

Training - General

Some of the problems in primary education now being faced by Afghanistan have been successfully managed by other countries in south and east Asia. For example, the teacher education program of Thailand, the fundamental education-village development programs of India, and the publication program of the Philippines are all worthy of study. In order that those in the top leadership positions of the Ministry have an opportunity to study and evaluate such programs in terms of their significance for education in Afghanistan, it is recommended that participant programs be established for the President of the Primary Department, the President of the Department of Inspection, and for a limited number of inspectors and provincial directors of education.[2] These persons should visit the programs noted above and such other programs as may be mutually acceptable. A follow-up program would be highly desirable.

Community Schools

A technician is recommended in this area. In addition, the recommendation that demonstration activities be carried on in the

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1 One for both elementary and secondary education as noted in Chapter VI

2 For additional discussion on this topic, see section on "Technical Assistance," Chapter VI

schools or that special demonstration schools be developed will, if implemented, require that some commodity support be made available to the schools involved. The recommended circulating library will also require limited commodity support.

Because of the need for special training in this area, four participant trainees are indicated.

Adult Education - Fundamental Education

The recommended courses in fundamental education that are to be made a part of the in-service education courses can be taught by any one of several Afghans who are competent in the area or by the technician on community schools, if he is qualified. The demonstration programs utilizing the full UNESCO concept will require some commodity support but much of this support can be coordinated with that offered for the community school project. The instructional materials program in fundamental education will require some commodity support, but the technical services should come from persons already available and qualified. As was indicated in the recommendations, the time may come when the training required in fundamental education cannot be carried through in-service education courses alone. The Royal Government of Afghanistan and cooperating agencies should look forward to the establishment of a training institute. Commodity and technical support will be required. The effort in this area should be coordinated with the training program of the Rural Development Project, if possible.

It is recommended that two trainees be sent to the UNESCO Fundamental Education Center in Egypt for the full two-year course.

The evening session program of adult education for technical skills should be largely self-supporting after it is started. Some equipment of the established commercial programs might be used. Limited commodity support might be required in the initial stages of the program.

School Administration

The development of the basic pre-service and in-service programs for headmasters might well be the joint responsibility of a technician, the Ministry, and the Institute. As soon as possible, the headmasters should share in this planning activity. Much of the initial teaching can be done by the technician if desirable. The recommended conferences can be supervised by the technician and his counterpart. The same is true with respect to the internship program, but some commodity support -- especially for transportation -- will be required.

Because of the fact that the leadership of the headmaster has not been fully utilized up to the present time and because of the

for systematic planning and coordination of assistance being given by the several different aid agencies. Accordingly, a team from the University of Illinois was sent to Kabul during the summer of 1959 to project the needs of Kabul University which ICA may find it possible to help to meet.[1]

Just as the needs of Kabul University were analyzed and projected, it was considered desirable and advisable to make a somewhat comparable study of elementary and secondary education, including the education of women. However, the study was to be projected on a much broader basis. The needs for education in Afghanistan, and the suggestions and proposals for meeting these needs, were to be made without regard to whether it would be UNESCO, Asia Foundation, the German Technical Group, USIS, or ICA, or combinations thereof that might be asked to provide the assistance needed. Therefore, it was for this purpose that a Public School Survey and Planning Team was brought to Afghanistan in September, 1959. The various aid agencies and the Ministry of Education cooperated with the Survey Team in an analysis of present problems and in the projection of suggestions and recommendations for public education in Afghanistan.

THE PLAN

A well developed working plan was formulated as a basis for the study of public education. Five committees (chaired by an Afghan and with Afghans as voting members) were established in the areas of primary education, general secondary education, vocational education, education for women, general education service, and teacher training. The work of all committees was coordinated through a steering committee, with His Excellency, Dr. Mohammed Anas, Deputy Minister of Education, serving as chairman. It was the function of these committees to:

1. Identify the needs of Afghan education in the area of the committee's work.
2. Analyze these needs, detailing the specific help and other actions that would be essential to meet these needs.
3. To propose a project or projects that might be established to meet these needs.[2]

It was proposed that the members of the Public School Survey and Planning Team would serve as consultants to the committees in the respective fields of their specialization. Members of contract teams in Kabul also were invited to serve in a similar capacity. The analysis of need by the committees, and the recommendations made for the meeting of these needs were then to be used by the Public School Survey and Planning Team in proposing elements of the second five year plan.

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1 Planning for Afghan Education, p. 1.

2 Ibid., front page.

consequent lack of leadership in the field, it is recommended that six participant trainees be sent to the U.S. on this program.

The recommended circulating training library will require some commodity support as will the newsletter and the small study groups. Commodity support for the recommended training slidefilms and booklets may come from programs already established, or may require limited commodity support.

The transportation problem is looked upon by the Survey Team as a most significant problem. It is unwise to train a man to a high degree of proficiency, only to have him spend much of his time riding a bicycle or waiting for a bus. Also, many headmasters, inspectors, and Ministry and Institute officials are extremely short of staff support. This phase of the problem can be partly solved through some of the recommendations of this report. The transport problem requires immediate study, however, in order to reduce the waste of trained manpower. Some agency should be prepared to help with the commodity and training programs necessary to solving the transportation problem. A technician may be needed for organizing and training activities.

Subsequently in this section a recommendation is discussed regarding the technical management phases of Ministry operation. Also, it is noted that a recommendation is made that a series of standardized tests be developed and administered. When these two phases of work are completed, there will be a need for data handling equipment. The use of a modest IBM system is recommended.

Special Services - Health and Sanitation

While it does not seem that a technician in this field is required at the present time, one may be needed later in the period covered by this study. Limited commodity support will be required for a few pilot projects in the areas. No support will be needed for the group establishing standards in the areas, but several persons at the Institute, in the Ministry of Education and in the Ministry of Public Health might be involved in planning and carrying out the recommendations regarding in-service education.

Special Services - School Libraries

It would be unwise to project great expenditures for training or commodities for library services at this time. An expenditure commensurate with the need could not be used wisely in the few years for which these recommendations are planned. On the other hand, it is almost certain that the school library field will assume increasing importance as Afghanistan pushes her educational program forward. It is suggested that two participant trainees in rural school library service be sent to the U.S., that a technician in the same area be secured, and that two special projects be set up.[1] First, a limited

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[1] The technician should serve both the elementary and secondary areas

translation activity and second, a library book-box program distribution system should be established with appropriate commodity support. If the project matures as anticipated and the road development program of the country continues at its present rate, commodity support will be needed for regional distribution centers and for experimental mobile libraries.

Ministry of Education Services[1]

It has been noted previously that the technicians recommended in the various areas of specialization under this program will provide an exceptional resource for the development of a counterpart program.

It would seem that an important service could be rendered the Ministry and Afghan education by the use of a joint Afghan-contract team to study the management problems previously noted. The recommendations of such a study group might well be expected to lead to the use of limited IBM equipment, mechanized record systems, revised standard policy manuals and related items.

The urgent need for a study of transportation needs is discussed elsewhere in the report.

Joint discussions between a participating agency and the Ministry regarding the housing needs of the Ministry for the next two decades might well lead to a decision that new facilities or additional facilities are needed. If such should be the case, the cooperating agency could make a major contribution by assuming specific responsibilities for certain commodities.

School Supervision

At least two trainees in school supervision are indicated. It is believed that the technician in school administration could also assist in the area of supervision. This is more likely to apply if adequate secretarial and local-employee staff support and facilities are provided. The extent of this support will be determined by the level of activity prescribed by the policy making group, but it is likely to be more extensive in school administration, supervision, and teacher education than in some other areas. Most of the program elements recommended for the next several years can be carried out without the development of new groups or agencies by emphasizing the integration of the activities into the present activities, such as in-service education and materials development.

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1 For additional discussion, see "Educational Administration," Chapter VI

Curriculum and Instruction

At least three participant trainees in rural education - curriculum construction should be sent to a rural education-teacher center in the U. S. A technician with skills and competencies in the same area should be brought to Afghanistan. This person should have experience in materials and textbook preparation, if possible.

The national committee on curriculum that is recommended should have the services of the proposed technician and all necessary commodity support.

The regional curriculum centers will require some supervision by the Ministry but the costs for commodities should be quite limited. Most such laboratories require more creative imagination and labor than fiscal support.

The experimental curricula should be supported with limited commodities and by technical assistance of the Ministry and the technician in the area.

Teacher Education and Supply

It is anticipated that the activities of the Institute of Education will continue and that the supporting university contract will be renewed with provisions for staff to complete their scheduled program and to compliment the program proposed in this report. In view of this fact, no discussion will be presented regarding the relationship between the technicians, trainees, and commodities of the contract program and the proposed Ministry - ICA program. This problem can be handled on the administrative level and through the Primary Education Committee planning activities.

At least three participant trainees in the administration of rural teacher education programs should be sent to the U.S. or third country. Preferably these persons should be leaders from the three teacher education institutions outside Kabul. This leadership is needed now and the need will increase.

The urgent need for in-service education coupled with the problems of transportation points up the need for regional in-service education facilities. The major problem seems to be related to dormitory space. If the Royal Government of Afghanistan develops a year-round program of in-service teacher education as is recommended elsewhere in this report, commodity support might well be made available for the development of the needed dormitories.

The block system of teacher development will require extensive supervision and management, but the exact amount of resources needed for the program cannot be forecast at this time. Probably one technician with a local staff from the Ministry or Institute could manage the

program. Most support will be required in the form of commodities and transportation facilities.

If it is decided that an emergency exists with respect to teacher recruitment, the programs of currently existing groups must be temporarily turned to meet this need.

Our technician in in-service teacher education with appropriate commodity support is also indicated.

Committee on Primary Education

The potential of the Committee on Primary Education is so great that special support should be given it in the way of staff and commodities. The commodities would be limited to office equipment and the staff should be local persons. Support for the studies the group will need to make is essential to the entire program.

Table 5.4 shows a possible pattern for scheduling the support program that has been discussed in this section.

TABLE 5.4

Possible Pattern for Scheduling Technicians and Participant Trainees, Including Contract and Commodity Support for the Program

AREA	YEAR					
	1961	1962	1963	1964	1965	1966
Buildings and Equipment						
Participant Trainee	X	X				
Technician		X	X	X	X	
Commodities		X	X	X	X	
Training-General						
Participant Trainee (6)	XXX					
(Presidents, etc.)	XXX					
Community Schools						
Participant Trainees (4)	X	X	X	X		
Technician		X	X	X	X	
Commodities		X	X	X	X	X
Adult Education-Fundamental Education						
Participant Trainees (2)		XX	XX			
Commodities		X	X	X	X	X

AREA	YEAR 1961	1962	1963	1964	1965	1966
School Administration						
Participant Trainees (5)	X	X	X	X	X	
Technician	X	X	X	X	X	X
Commodities	X	X	X	X	X	X
Special Services - Health & Sanitation						
Technician					x	x
Commodities					x	x
Special Services - School Libraries						
Participant Trainees (2)	X		X			
Technician		X	X	X	X	
Commodities		X	X	X	X	X
Ministry of Education Services						
Managerial Contract Study		X	X			
Transportation Study with Technician		X	X			
Commodity Support for Transportation		X	X	X	X	
Commodity Support Following Managerial Contract Study			X	X	X	
Commodity Support - Building				X	X	X
School Supervision						
Participatn Trainees (2)		X	X			
Commodity Support		X	X	X	X	
Curriculum and Instruction						
Participatn Trainees (3)	X	X	X			
Technician		X	X	X	X	
Commodity Support for Required Curriculum Centers		X	X	X	X	X
Commodity Support for Schools with experimental curriculum		X	X	X	X	X
Teacher Education and Supply						
Participant Trainees (3)	X					
Administration of Teacher Education						
Commodity Support for Regional In-Service Education Centers			X	X	X	X
Technician for "Block System"		X	X	X	X	X
Commodity Support for "Block System"		X	X	X	X	X
Technician for In-Service Education Program		X	X	X	X	
Committee on Primary Education						
Commodity (and Staff) Support	X	X	X	X	X	X

Part 8

PRIORITIES IN PROGRAMMING THE DEVELOPMENT OF THE PROGRAM

The proposed program for primary education is fairly complex. Basically, there are twelve areas in which recommendations are made. Many decisions must be made regarding priorities. The following discussion represents an approach to establishing priorities. Obviously as rigid system of priorities cannot be established at this time.

The potential of the Committee on Primary Education, the need for a study-policy group in the area, the dependence of all other areas on good planning by a central group - all of these factors and others tend to support the Committee as a high priority group.

There seems to be general agreement that the training function is basic to the development of Afghanistan. This spotlights teacher education but it also involves the training function including the in-service education in nearly every other category. While these functions are often dependent on other support, as technicians, in many cases the training function stands alone. If it is agreed that an emergency teacher education program is required, such a program would obviously take first priority and all other areas should be utilized in the work of carrying it out.

Closely allied with the matter of the priority of teacher education and training is the idea that the headmasters and inspectors are the best "ready-present" groups for improving the schools. If the officials responsible for the final decision in the matter agree with this point of view, the school administration and supervision programs would be given high priority.

Over the long period, the Ministry will be assuming an increased work load. While not an immediate problem, this area deserves a priority rating. It touches every other recommended program in a vital way.

Approaching this problem of priorities from another point of view, it would be possible to give priority to community schools and adult fundamental education.

The fact is that the Committee identified a group of inter-related problems. This inter-relationship makes it important that the program be seen as a whole. Some priorities can be established as first, only if others follow. Generally, however, the priority pattern probably should be like this:

(a) Management (th Committee, etc.)
(b) Training of all types
(c) Technical programs and support services

CHAPTER VI

GENERAL AND SECONDARY EDUCATION

Elementary education as described in the preceeding chapter and education at the lower and upper middle school levels, or secondary education (grades 7 - 9 and 10 - 12) are closely interrelated. The village and primary schools have provided the basis upon which these programs have been established. These schools, in turn, have provided for the education of teachers at the primary (1 - 6) and middle school (7 - 9) levels. In addition, middle schools are (1) terminal schools, (2) preparatory schools for further vocational training in grades 10 - 12, and (3) preparatory schools for admission into the academic high schools. Some upper middle schools, grades 10 - 12, are terminal vocational schools, some are terminal teacher training schools for the lower middle schools, and some are preparatory schools for admission into the University.

It is the purpose of this chapter to (1) briefly review the recent developments and present status of these secondary schools, grades 7 - 12; (2) indicate some of the major problems which must be resolved in order to promote continued growth and improvement of education at the secondary level; and (3) to suggest appropriate next steps that will provide the best possible training for the most valuable resource in Afghanistan, the boys and girls of the nation.

GROWTH AND DEVELOPMENT OF AFGHAN SCHOOLS

Afghan schools have made extensive progress in number of buildings, in student enrollments, and in number of teachers during the past two decades. There were only 92 schools in the entire country in 1936. Today there are 1,048, representing an increase of 1,041.3 percent in a period of 22 years (Chart 6.1). During this same period of time, student enrollments increased from 9,275 to 165,596, or 1,674.6 percent (Chart 6.2), and the number of teachers increased from 309 to 4,313, or 1,295.8 percent (Chart 6.3). Growth and progress as extensive as this could only have been achieved through intensive effort on the part of the Royal Government and through courageous leadership within the Ministry of Education.

A comparison of the three charts mentioned above also reveals further interesting information. For example, the increase in the number of school buildings leveled off during the war years of the 1940 decade, and then experienced a very rapid growth in the 1950 decade. The enrollment of students and the number of teachers, on the contrary, increased at a fairly

consistent level throughout the entire period, with only a slight leveling off during the period from 1943 to 1950.

The most rapid growth in the number of schools occurred during the past decade, with an increase from 378 in 1951 to 1,048 in 1959. Of the latter number, 612 were village schools, and 363 were primary schools. There were 62 secondary schools in Afghanistan in 1959. Twelve of these were middle schools for boys, 13 were Lycees or upper middle schools, and 29 were vocational schools (Table 6.1).

The most rapid growth in boys' enrollments at the secondary level occurred in grades 7-9. The 1951 registration of 2,141 students increased to 4,981 in 1958, an increase of 132.7 percent (Table 6.2). The second largest increase in numbers occurred in the vocational schools, grades 7-12 and 10-12 with 1,548 new students for a total enrollment of 4,427 (53.6 percent increase). The second largest increase on a percentage basis occurred in the academic schools, grades 10-12. With 543 new pupils in the eight year period, and a total enrollment of 1,266, the Lycees and Secondary Schools increased by 75.1 percent.

The secondary school enrollments experienced a growth of one fourth to one half within the past three years (the first three years of the five year program). On a number basis, vocational schools were first with 1,474 additional pupils, middle schools second with 963, and secondary schools third with an increase of 441. Secondary Schools were first in growth on a percentage basis, with an increase of 52.2 percent. Vocational schools were second with 49.4 percent, and middle schools were third with a 23.9 percent increase.

The enrollment in all secondary schools, grades 7-12, increased from 5,698 in 1951 to 10,674 in 1958, or an increase of 86.5 percent. The increase in the past three years was 36.9 percent, or 2,878 pupils.

The above increases in enrollment are shown graphically in Chart 6.4. The number of pupils in academic schools increased at a slightly faster rate than the enrollment in vocational schools. It may also be noted that the growth in enrollment in girls' schools, shown for comparative purposes, made consistent increases over the nine year period, but that such increases have not paralleled the much more rapid growth in boys' schools.

It is also interesting to note that growth in student enrollments, grades 10-12, have not paralleled the increases in grades 7-9 (Chart 6.5). With the 132.7 percent increase in the number of middle school students within the past nine years, it may be anticipated that there will be an increased enrollment

TABLE 6.1

NUMBER OF SCHOOLS IN AFGHANISTAN
BOYS AND GIRLS

Year		1 - 3		1 - 6		7 - 9		10 - 12		Voc. Schools
Afghan	Western	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	7-12 or 10-12
1330	1951		43	9	274		8	2	14	23
1331	1952		177	11	272	1	6	2	15	22
1332	1953		288	12	277	1	6	2	15	23
1333	1954		338	13	277	1	7	2	15	26
1334	1955		358	13	290	2	8	2	15	24
1335	1956		384	16	316	2	9	2	14	21
1336	1957	4	453	18	313	4	10	2	12	28
1337	1958[1]	3	462[2]	20	318	4	10	3	12	27
1338	1959[1]		612[2]	22	341	5	12	3	13	29
Increase, 1951 - 1959										
Number		3	569	13	67	5	4	1	-1	6
Per cent		300.0	1,323.3	144.4	24.5	500.0	50.0	50.0	-7.1	26.1
Increase, lost three years										
Number		3	228	6	25	3	3	1	-1	8
Percent		300.0	593.6	37.5	7.8	150.0	33.3	50.0	-7.1	38.9

[1] Reported by Reportmat of Statistics, Ministry of Education

[2] Boys and girls.

Source: Spencer, *Op. Cit.*

TABLE 6.2

STUDENT ENROLLMENT IN ACADEMIC AND VOCATIONAL SCHOOLS FOR BOYS, GRADES 7-12, 1951-1958

Year Afghan	Year Western	Academic Schools Grades 7-9	Academic Schools Grades 10-12	Academic Schools Grades 7-12	Vocational Schools Grades 7-12 or 10-12	Grand Total
1330	1951	2,141	723	2,864	2,834	5,698
1331	1952	1,959	824	2,783	2,829	5,612
1332	1953	2,288	885	3,173	2,894	6,067
1333	1954	2,928	911	3,839	3,047	6,886
1334	1955	4,018	825	4,843	2,953	7,796
1335	1956	3,795	900	4,605	3,451	8,056
1336	1957	4,103	1,085	5,188	4,939	10,127
1337	1958	4,981	1,266	6.247	4,427	10,674
Increase, 1951-58						
--Number		2,840	543	3,383	1,548	4,931
--Per cent		132.7	75.1	118.1	53.6	86.5
Increase, last three years						
--Number		963	441	1,404	1,474	2,878
--Per cent		23.9	52.2	28.9	49.9	36.9

Source: Spencer, Op. Cit.

LIMITATIONS OF THE SURVEY

Finances

The problems relating to financing public school education are not included in this survey report. Although recognition is given to the need for higher teacher salaries and for more school buildings, facilities and equipment, all factors pertaining to the financing of the various programs were excluded in the preliminary planning of the study. The budgetary provisions for education by the Ministry of Finance and the contributions of friendly countries will be studied and analyzed subsequent to the completion of this report.

Committee Reports Delayed

It was proposed in the foregoing plan that the various Committees of the Ministry of Education would complete their respective analysis of need and make recommendations for improvement prior to the completion of the report by the Survey Team. Thus, the constructive contributions of the Committees would be available to the Survey Team.

However, with the preparation of this report, the work of the Committees is only partially completed. Although satisfactory preliminary work has been initiated, it was necessary for the members of the Team to use this data as a partial basis for a projection of its recommendations. Thus, the order of the proposed plan has been changed. It now becomes the function of the committees to analyze and interpret this report prior to the completion of the studies by their respective committees. Although the initial plan would have been preferable, this reversal of procedure has merit in that it results in the production of a working document for use by the committees and other policy making groups.

THE PLAN OF THE REPORT

The report of the Survey Team will be recorded in the following nine chapters. Attention will be given in Chapter II to selected cultural patterns in Afghanistan which are significant in a study of education and in a projection of a program for the future. In Chapter III consideration will be given to the several commendable features which are evident in the Afghan program of education.

The criteria utilized by the Survey Staff in the study of Afghan Education will be presented in Chapter IV. Chapters V, VI, VII, VIII, and IX will present the team member's report in the areas of primary education, secondary education, women's education, vocational education, and educational materials. Chapter X will present the team's concept of priorities for educational program improvement, and a summary statement concerning the study.

TABLE 6.3

AFGHAN SCHOOLS, GRADES 7-12

Type of School	Grades	Number of Schools	Number of Provinces in which located
Secondary schools and lycees	1-12	15	10
Arabic	7-12	9	8
Middle Schools	1- 9	6	6
Daral Haffoz	7- 9	5	5
Mechanical Sch.	7-9	4	4
Theology	7-12	4	4
Darul Mo' Allamein	1-12[1]	4	4
Vocational school	7-9	1	1
Military school	7-	1	1
Sports school	10-12	1	1
Voc. Agriculture	10-12	1	1
Writing & Reading	7- 9	1	1
Technical School	10-12	1	1
Commercial School	7-12	1	1
Accounting and office practice	7-9	1	1

[1] At the present time the Darul Mo'Allamein school at Herat is a 1-7 grade school. It is planned that it will eventually become a 7-12 grade school. The Kabul Darul Mo'Allamein is a 10-12 grade school.

Source: Accompanying chart on school organization

TABLE 6.4

THE SECONDARY SCHOOL CURRICULUM

Subject	Middle Schools 7-9	Lycees 10-12	Mechanical School[1]
Theology and Holy Koran	2	2-2-0[2]	
Persian	3 or 4	4-4-3	2
Pashto	3 or 4	3	
Arithmetic + Geometry; Mathematics	5	7	2
History	2	2	
Drawing + Handicrafts	1		
Chemistry	2	3	
Physics	2	3	
Biology	2	0-0-3	
Arabic	2		
Foreign Language	6	6-6-4	
Economics	1		
Geography	2	2	
Sports	1	1	
Geology		3-0-0	
Religion		0-0-2	
Logic		0-0-2	
Industrial Drawing			3
Technical Information			3
Practical Work			24
TOTAL	35	36-36-35	34

[1] Each vocational school has its own program of studies. The curriculum in the mechanical school is given as an example.

[2] Two periods in grades 10 and 11, no periods in grade 12.

Source: Ibid, pp. 20-46

TABLE 6.5

OBJECTIVES OF SECONDARY EDUCATION

Rank	Frequency of mention	Objective
1	10	Preparation for admission to the Kabul University
2	7	Imparting of knowledge and information
3	5	To help students to understand their own abilities
4	4	To follow the directions of the Ministry of Education
5	2	To help students to understand themselves
6	1	Uniformity in the educational program
7	1	To develop a class of elites
8	1	Memorization
9	1	To develop a program comparable to a foreign country
10	1	To love the country, to respect the King
11	1	To help students to develop their natural talents and abilities

Source: Interviews with Afghan Educational Leaders

TABLE 6.6

COMMENDABLE FEATURES IN THE PROGRAM OF SECONDARY EDUCATION

Question: What are the best (most commendable) aspects of the secondary educational program in your school (or province)?

Rank	Frequency of mention	Most commendable aspect of the program
1	15	Curriculum: 2-Sports 2-Science 2-Language 1-Accounting 1-Vocational Program 1-Religious subjects 1-Subjects taught by foreign teachers 1-Acquiring information 1-Literature 1-Social studies 1-A program meeting needs of pupils 1-The entire curriculum
2	5	Methods: 2-Discipline 1-Student book reports 1-Deemphasize memorization, emphasize personality development 1-Teachers encouraged to teach the student, not the textbook
3	4	Personnel: 2-Team work; teachers a part of the program 1-Good faculty 1-Head Master has direct contact with all teachers
4	4	Buildings and facilities: 1-Development of a reading room 1-Library 1-Laboratories 1-Magazine section of the library
5	2	Pupils: 1-Training pupils to have social ability 1-Guidance of pupils
6	1	Communication: 1-Mutual understanding of problems with Ministry of Education
7	1	Supervision: 1-Supervision for uniformity
8	3	Miscellaneous: 1-High level of achievement of graduates in the Faculties 1-Attitude of parents toward the schools 1-The secondary program a combination of the best in the oriental and in the occidental

Source: Interviews with Afghan Educational Leaders.

in grades 10-12 within the next few years. The potential for this growth exists, provided teachers, school buildings, and educational materials can be made available.

One contributing factor to low enrollments on the secondary school levels is the rapid drop-out rate during the 12 year period. For example, 83 out of every 100 students enrolled in grade one reach the second grade. Seventeen drop out or fail during this first year (Chart 6.6). Approximately one in two pupils continue on to the sixth grade, and one in four to the seventh grade. Eight out of the 100 first grade pupils, or one in 12, remain in school and enroll in the twelth grade. The highest drop-out rate occurs between the sixth and the seventh grade - less than one of every two pupils in the sixth grade enrolls in the seventh grade.

There are many contributing factors to low enrollments in the secondary schools. These would include lack of school buildings, limited equipment and facilities, lack of textbooks, the testing program used to select pupils for advancement to higher level schools, and the lack of understanding of some communities and of some people concerning the purposes of education and its contributing values to a better way of life.

Secondary Schools

Secondary education was introduced into the Afghan educational system some 30 to 40 years ago. The schools were called lycees, and as the name suggests they were patterned after the French system. Originally, they had a single purpose, that of preparing highly selected students for university study in France.[1]

The object of the lycees was stated very clearly in the 1956 report by the Ministry of Education, entitled Education in Afghanistan:

> The object of the lycees is to offer education up to the baccalaureate standard and to prepare students for University education. The teaching programmes of the Afghan lycees are based on the French and German pattern of secondary education. In fact, syllabi for scientific subjects are exactly the same

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1 Report by Dr. Griffin, Teachers College Contract Team, to the Teacher Education Committee

as those of the European lycees, with only minor changes to adapt them to the conditions of the country.[1]

Habibia, a lycee emphasizing the English language, was founded in 1903, and it had its first graduates in 1923. Esteklal, a lycee emphasizing the French language, was founded in 1922, and its first graduates came nine years later. Nedjat, a lycee emphasizing the German language, was organized in 1923, and its first students were graduated in 1934. Ghazi, a lycee emphasizing the English language, was organized in 1926, with graduates in 1942. Some support from the foreign governments representing the language emphasis has been received during the past few years. British support has been given to Ghazi, and American support to Habibia. The problem of three foreign languages in four Lycees has created major problems for the students as they entered Kabul University.

Within recent years three additional secondary schools have been established in Kabul, and nine secondary schools in eight of the remaining 12 Provinces. English is the major foreign language in these schools.

Six middle schools, grades 7-9 or 1-9, have been opened in six provinces. These are both terminal schools and preparatory schools for the secondary schools and Lycees.

Vocational Schools

Several vocational schools have been established, mostly in Kabul. The purpose of these schools is to prepare youth for various occupations for which there is a great need in the country. These include a technical school, an agricultural school, a commercial school, and others as listed in Table 6.3. Ebn-e-Seena, grades 7-9, is the primary feeder school for most of the vocational schools. Pupils are selected from each Province and brought to Kabul for pre-training in vocational subjects. Room, food, and some spending money are allowed by the government to each student brought to this school. Upon graduation they enter the various vocational schools as indicated in the accompanying chart showing school organization and progress of students through the Afghan Educational system.

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[1] Education in Afghanistan, The Royal Afghan Ministry of Education. 1956. p. 21

Arabic schools

Nine Arabic schools, grades 7-12, have been established in eight Provinces. Some offer training through the 14th grade. The curriculum is mainly the study of the Islamic Religion and related subject matter referred to as "knowledges." Graduates cannot enter the University, but become mullahs and judges.

Daral Haffoz

There are nine Daral Haffoz (Blind) schools in nine Provinces. The principal aspect of the curriculum is memorization of the Koran. Upon graduation the blind students earn a living with money received from reciting the Koran in homes at times of death, on Holy occasions, etc.

Schools of Theology

Four schools of theology have been established in four Provinces. Only religion is studied in these schools. Upon graduation the students become teachers and mullahs.

There are four Darul Mo'Allamein (DMA), or teacher training schools, in Afghanistan. The one in Kabul is the oldest and best established of the four. Approximately 60 percent of the graduates from the Ebn-e-Seena Boarding School transfer to the Kabul DMA school, grades 10-12 to train for the teaching profession. Since this school with 30 to 40 graduates per year could not hope to meet the increasing need for more and better qualified teachers, the Ministry of Education recently established three new DMA schools. One is located at Herat, one at Kandahar, and one at Jalalabad. Another is planned for Mazar-i-Sharif. A very limited number of teachers may be anticipated from Kandahar and Jalalabad for the next few years, since only the pupils in the seventh grade are expected to become teachers. At Herat a primary school has been designated as the DMA. The seventh grade has been brought to this school, with boarding facilities being added in the first year of operation. Eventually it will become a 7-12 grade school. It is the hope of the Ministry of Education that these schools will help to meet the serious shortage of teachers, and that they will become quality schools producing quality teachers for the schools of Afghanistan.

The Curriculum

The curriculum of the secondary schools is prescribed by the Ministry of Education. It consists of 14 subjects in the Middle School, and 11 or 12 different subjects in the secondary school. Primary emphasis is placed on language with nine periods per week (45 minute periods) being devoted to Persian, Pushto, Arabic and a

foreign language for grades 7-9. Either three or four hours of Persian or Pushto is taught, depending upon the language used in the area in which the school is located. Three hours of each language is required in the twelth grade. Two hours of Arabic are required in grades 7-9, but the study is not continued in grades 10-12. Six periods of foreign language are required through grades 7 to 11, and four hours in the twelth grade (Table 6.4) English is the predominant foreign language in most of the secondary schools. Other required subjects, and the number of periods of study per week are indicated in Table 6.4.

All subjects are required. There are no electives. If a pupil fails in any subject, there are no alternative subjects or programs in which he may be enrolled and in which he may have a better opportunity to succeed. After two successive failures, he must drop out of school.

A different curriculum, but all required subjects, is offered in each of the vocational schools. The difference, of course, is in the assignment of subjects in keeping with the vocation for which training is being given. There is no transfer of students from one school to another, except as they progress through a regular curriculum, and are assigned to another school of higher grade. However, pupils are permitted to transfer from one lycee to another wherein the program is the same in the two schools.

The large increase in the number of schools, students, and teachers over the past 22 years, the slow expansion of secondary schools preparing students for the University, and the more rapid growth of vocational school enrollments suggest many related problems that must be solved in relation to this rapid growth pattern. Maintaining quality instruction with rapidly increasing enrollments is a challenge to the best leadership in the country. Adequate provisions must be made to meet the needs of the Government, the needs of business and industry, and the needs of individual students. Only in this way will students be prepared to make an effective contribution to his personal welfare and to the welfare of his country. The identification of the more significant problems in secondary education as interpreted by Afghan educational leaders will be examined in the following section of this chapter.

SELF EXAMINATION BY AFGHAN EDUCATION LEADERS

Significant contributions for the identification of basic problems in secondary education can be made by school leaders who are working with these problems every day, who must make decisions concerning these problems, and who must abide by and live with the consequences of these decisions. These people, of course, are the Afghan educational leaders who administer the educational program,

TABLE 6.7

MAJOR PROBLEMS IN SECONDARY EDUCATION

Question: What are the major problems in your school (Province) which must be solved in order to improve secondary education?

Rank	Frequency of mention	Major Problem
1	42	Personnel:
		17-Lack of good teachers
		12-Lack of professional training by staff members
		7-Lack of teachers
		4-Lack of advanced training beyond 12th grade
		1-Lack of cooperation
		1-Teachers absent from the classroom
2	26	Curriculum:
		7-Need for commercial subjects in the curriculum
		6-Rigidity of the curriculum, all courses required
		5-Too many subjects in the curriculum
		2-The program is not based on Afghan needs
		2-The program does not meet needs of the pupils
		2-Curriculum geared to the University
		1-Lack of coordination between subjects
3	19	Pupils:
		10-Pupil drop-outs
		8-Fixed curriculum causes pupil drop-outs
		1-Pupils travel a great distance, lack food
4	14	Buildings and facilities:
		9-Need for more classrooms
		3-Need for laboratories
		2-Need for more buildings
		1-Classrooms are too small
5	12	Materials and equipment:
		6-Need for more equipment
		2-Need for science equipment
		2-Need for textbooks
		2-Need for mimeograph and reproducing equipment
6	6	School and Community:
		2-People do not know purpose of value of education
		1-Community opposed to secondary education
		1-Mass education
		1-Malik opposed to education
		1-Inertia of the people toward change

(continued)

TABLE 6.7 (Continued)

Rank	Frequency of mention	Major Problem
7	4	Finance: 2-Finance 2-Teacher salaries
8	4	Ministry of Education 1-Loss of time in checking with the Ministry of Education 1-Unable to use science equipment until checked by the Ministry of Education 1-Centrally planned education program without knowledge of the people 1-Ministry of Education to expand secondary education only for academic purposes
9	3	Administration and organization: 1-Classes too large 1-Vocational school graduates cannot enter University 1-Pupils dropped after two years of failing work, this should be one year
10	1	Methods: 1-Teacher teaching to mediocre pupil
11	2	Miscellaneous: 1-Lack of training and experience in cooperative endeavor 1-Manual labor looked down upon

Source: Interviews with Afghan Educational Leaders.

CHAPTER II

NOTES ON CULTURAL, ECONOMIC AND SOCIAL FACTORS AFFECTING EDUCATION

The education program of a people rests on a complex of social, cultural and economic factors. Sometimes these factors support educational programs; sometimes they place heavy burdens upon it. Relationships are direct and indirect. Some economic factors may be identified as direct; often historical factors are identified as being remote. Limiting or facilitating, direct or indirect, cultural or economic, the understanding of these factors is basic to good educational planning.

Social scientists are trained to handle data without making premature value judgments. The handling of data on cultures other than one's own requires a special sensitivity to the needs of the culture and to the fact that cultures have integrative forces that give them a wholeness and a system of inter-relationship out of which values arise. Understanding this fact enables one to look at the value complex of the total socio-cultural fabric rather than reacting inter-mittently and on a random basis. This leads one to look at the culture in terms of its own systems; it helps to avoid cultural bias in reporting.

Several basic facts seemed to be of major significance as the Team attempted to form a foundation for understanding the technical phases of the education program. Among them are the following:

1. Afghan culture is quite homogeneous. Many of the patterns of government, commerce, and family life are supported by this homogeneity and in turn support the homogeneity. One of the most interesting questions asked the team by a student was, "How can America manage as a nation when its people have such differences in cultural matters?"
2. Afghanistan's history goes back more than 3,000 years. Its literature, music, and in lesser degree, its art are records of a great culture.
3. Two major languages, Pushtu and Farsee (Persian), are used. Both languages receive equal recognition in the basic schools.
4. Afghanistan will soon be at a point in its educational development when major decisions can and must be made. Educational questions are now seriously discussed by both professional and lay persons. Education is seen as essential to the realization of national and individual aspirations. While the support is still less than the need, it should be remembered that one does not usually purchase something until he has appraised its value to his own satisfaction. This appraisal is now under way with respect to education.
5. Ninety-nine percent of the people of Afghanistan are Moslems. Other religious groups, mostly other nationals, are freely permitted to hold services. Religious values are treated with dignity and sensitivity. Since Afghanistan is a Moslem state, religious instruction is a part of the curriculum of the schools.

TABLE 6.8

SUGGESTIONS FOR IMPROVING SECONDARY EDUCATION

Question: Every good administrator wants his school to be better next year than in the past. What are your suggestions for improving secondary education in your school, and throughout Afghanistan?

Rank	Frequency of mention	Suggestion for improving secondary education
1	92	Curriculum:
		17-A study to improve the curriculum
		12-Agriculture at all levels of secondary education
		11-Add typing to the academic program
		8-Addition of business to the academic curriculum
		7-Addition of study of radio and electricity to curriculum
		5-A science program in the middle school like Ebn-e-Seena
		5-Training in civic education
		5-Development of two curriculums in each school, one to prepare for college, one vocational
		5-Introduction of a course in shoemaking
		3-Devision of the curriculum to meet needs of the pupils
		3-Revision of the curriculum to help prevent drop-outs
		3-Introduction of electives into the curriculum
		2-A general curriculum, including vocational education
		2-Introduction of extra-curricular activities
		1-A curriculum to help prevent failures
		1-Work experience in the curriculum
		1-Improve the content of the curriculum
		1-Introduction of local crafts into the curriculum
		1-A curriculum to train skilled and semi-skilled workers
		1-Improve sports
2	40	Materials and equipment:
		11-Textbooks for all subjects
		10-More teaching materials
		9-Laboratory apparatus for each pupil
		8-More films and film strips
		6-More equipment
		5-Improvement of the library
		2-Visual teaching materials
3	31	Administration and organization
		17-Study concerning the number of periods per subject per week
		4-Facilitate the transfer of pupils from one school to another (Example: Atend a lycee for basic subjects, and a vocational school a part of the day for vocational training)

(continued)

TABLE 6.8 (Continued)

Rank	Frequency of mention	Suggestion for improving secondary education
		2-More freedom at local level to deal with problems of program and of educational needs
		1-Special courses for the gifted
		1-More supervision of instruction
		1-Schedule physical education after school
		1-Start foreign language in grade four
		1-Distribute textbooks at the opening of school
		1-Teachers to stay in their classrooms
		1-Need a school administration expert in the Ministry of Education
		1-Development of workshops for school administrators
4	24	Personnel:
		14-Improve the quality of teachers
		4-Raise the status of the teaching profession
		2-Improve teacher-administrator relationships
		2-Improve teacher-pupil relationships
		1-Secure vocational teachers with experience
		1-Teach two years in lieu of military service
5	20	Buildings and facilities:
		6-Construction of more buildings
		5-Addition of an auditorium
		3-Housing for qualified teachers
		2-Improve the maintenance of the buildings
		1-Special classrooms for special areas
		1-Improve the educational facilities
		1-Construction of more classrooms
		1-Laboratories for all sciences
6	13	The school and the community:
		6-Secure the cooperation of all of the people
		2-Use the school as a means to improve family-living
		1-Improve the attitudes of the Provincial Governors toward education
		1-Ask local people to help build and maintain buildings
		1-School personnel to interpret educational program to the people
		1-School personnel trained to interpret education to the people.

(continued)

TABLE 6.8 (Continued)

Rank	Frequency of mention	Suggestion for improving secondary education
7	12	Methods: 10-More teacher demonstration at the practical level 2-Improve the methods of teaching
8	11	Teacher training: 8-Evening courses for teachers 2-Modification of admission regulations to the University: Faculty of Science to require less history Faculty of Literature to require less science 1-Speed up teacher education
9	10	Pupils: 5-Development of a guidance program for pupils 3-Development of student associations 1-Provide for the classification of pupils 1-Train pupils to think
10	3	Finances: 2-Improvement of teacher salaries 1-Assessment of all financial resources for education
11	19	Miscellaneous: 5-Selection of teachers and principals to go abroad for study from the Provinces other than Kabul 4-Freedom to experiment with new ideas 3-Improve the quality of secondary education 2-Improve the method of selection of pupils into 7, 10 and 13 classes 1-An educational system devoid of politics 1-Improve the evaluation system 1-Ministry of Education to give services to the Provinces equal to that of Kabul 1-Help pupils to acquire more information 1-Development of USIS branches in the Provinces

Source: Interviews with Afghan Educational Leaders

TABLE 6.9

ENROLLMENTS IN THE FACULTIES OF SCIENCE AND LITERATURE
1957-1959 1336-1338

Year		Class 1	Class 2		Class 3		Class 4	
Afghan	Western	No.	No.	Per cent survival	No.	Per cent survival	No.	Per cent survival
				Faculty of Science				
1336	1957	56	36		18		20	
1337	1958	75	24	42.8	28	77.7	20	111.1
1338	1959	68	26	34.6	23	97.5	25	89.3
Average		66	29	38.7	23	87.6	22	100.2
				Faculty of Literature				
1336	1957	40	38		24		24	
1337	1958	63	32	80.0	37	97.4	29	120.8
1338	1959	67	39	61.9	34	106.2	32	86.5
Average		77	36	70.9	32	101.8	28	103.6

Source: Spence, Op. Cit.

TABLE 6.10

SUGGESTED PATTERN FOR SCHEDULING TECHNICIANS, PARTICIPANT TRAINEES, CONTRACT AND COMMODITY SUPPORT - SECONDARY EDUCATION

Area	Fiscal Year					
	1961	1962	1963	1964	1965	1966
Buildings and equipment						
Participant trainee	x	x				
Technician-planning and designing		x	x	x	x	x
Commodities		x	x	x	x	x
Educational program - curriculum						
Participant trainee	x	x	x	x	x	x
Technician-Curriculum specialist	x	x	x	x	x	x
-Science	x	x	x	x	x	x
Commodities	x	x	x	x	x	x
Teacher training, pre and in-service						
Participant trainees	xx	xx	xx	xx	x	x
Technician, DMA	x	x	x	x	x	x
Technician, Provincial schools	x	x	x	x	x	x
Commodities	x	x	x	x	x	x
Leadership observation						
General field of secondary ed.		xxx xxx				
General field of supervision	xxx xxx					
Educational administration						
Participant trainees	x	xx	xx	xx	xx	xx
Technician		x	x	x	x	x
Commodities		x	x	x	x	x
Supervision of instruction						
Participant trainees	x	xx	xx	xx	xx	xx
Technician		x	x	x	x	x
Commodities		x	x	x	x	x
Training of administrators, pre and in-service						
Participant trainees	x	x	x	x	x	x
Technician	x	x	x	x	x	x
Commodities	x	x	x	x	x	x
Committee on secondary education						
Commodities	x	x	x	x	x	x

and who are responsible for the pupils and for the program under their immediate supervision. One from outside the immediate school system, or from outside the country, as in the situation of the writer, cannot have a full and complete understanding of the situation comparable to that of the one who has direct responsibility for the program. It is the function of the second party to seek to orient himself to the problems, to fully understand them, and to suggest additional information, interpretations and solutions based on his knowledge and experience for the consideration of the leaders who must make the final decisions. This situation holds true for provincial directors in the provinces in relation to headmasters and teachers. It is applicable concerning the relationship of members of the Ministry of Education to the subdivisions of the educational system, and of inspectors in relation to teachers, headmasters, and provincial directors, (except in the line of direct responsibility for the interpretation of rules and regulations). To an even greater extent this situation holds true for the writer who comes from a second country.

Since the best thinking and the constructive contributions of Afghan educational leaders were considered to be imperative for the appropriate development of this survey, an effort was made to talk at length with as many headmasters, provincial directors of education, and members of the Ministry of Education as possible. The results were most gratifying, and the Ministry of Education is to be commended on the quality of leadership exhibited by such a large number of professional leaders in positions of major responsibility. Interviews of from one to three hours were held with a total of 25 professional school leaders, including headmasters of three Darul Mo'Allamein Schools, seven secondary schools, six inspectors, and three provincial directors. These people provided insights into the purposes of secondary education, and offered many excellent suggestions for the improvement of education at the 7-12 grade levels.

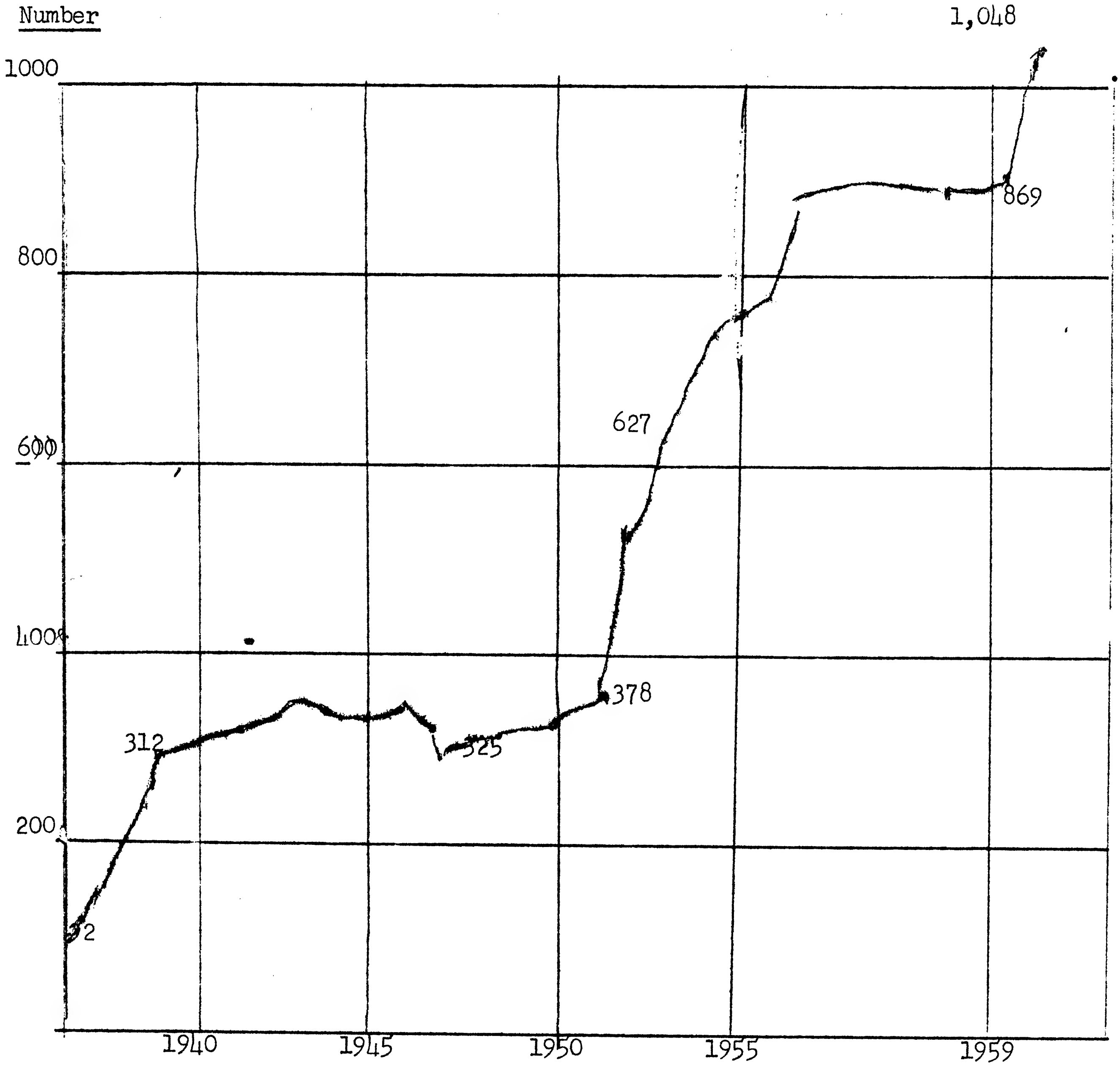
Objectives of Secondary Education

The primary purpose of secondary schools is preparation for admission into Kabul University. This objective was mentioned by ten of the twenty-five persons interviewed, and it ranked first among all the purposes mentioned by Afghan educational leaders. The imparting of knowledge and information ranked second, and following the directions of the Ministry of Education ranked third (Table 6.5).

In general, it would appear that a strict interpretation of the rules and regulations of the Ministry of Education provides the direction for secondary education in Afghanistan, and that adaptation to local needs and purposes, and to individual pupils' needs is given limited consideration. This does not mean that such purposes are

CHART 6.1

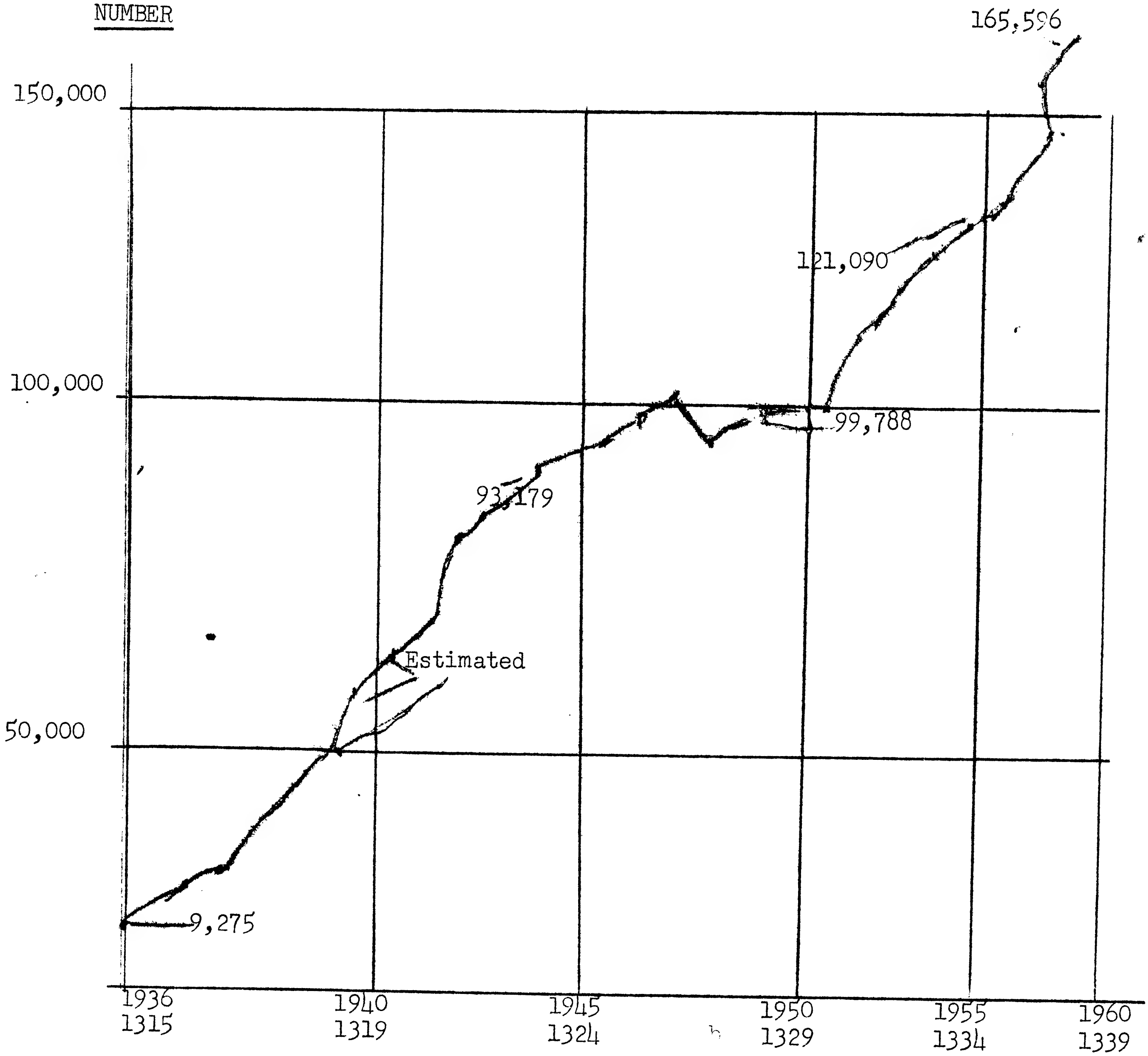
TOTAL NUMBER OF SCHOOLS
IN AFGHANISTAN



Source: Spence, Richard E., and Ali, Abdul, Educational Statistics of Afghanistan. Mimeographed. 1958. 1959 figures: Department of Statistics. Ministry of Education.

CHART 6.2

TOTAL NUMBER OF STUDENTS
IN AFGHANISTAN



Source: Spencer, Op, Cit. 1959 - Department of Statistics, Ministry of Education.

negated, but that they have less significance to those established by the Ministry of Education.

Commendable Features in the Secondary Education Program

Afghan educational leaders have a pride in their school system. More of them point with pride to certain divisions of the curriculum than to staff, buildings, or facilities. Two Headmasters mentioned sports, two mentioned the science program, and two the languages. One believed that the best feature of his program was the subjects taught by foreign teachers. Another felt that the entire program was meeting the needs of the pupils (Table 6.5).

The one notable feature of Table 6.6 in reporting the commendable features of secondary education is the diversity of opinion, and the lack of agreement on any one particular aspect of the program. It suggests that quality is related to local conditions, local personnel, and local leadership. It also suggests that there is less uniformity than might be anticipated, since the subject offerings are identical in each special type of school, and since each school is expected to follow the rules and regulations of the Ministry of Education. Thus, although there is a high degree of uniformity throughout the nation, there is also a degree of local adaptation resulting from differing qualities of leadership, teaching personnel, and local conditions.

Major Problems in Secondary Education

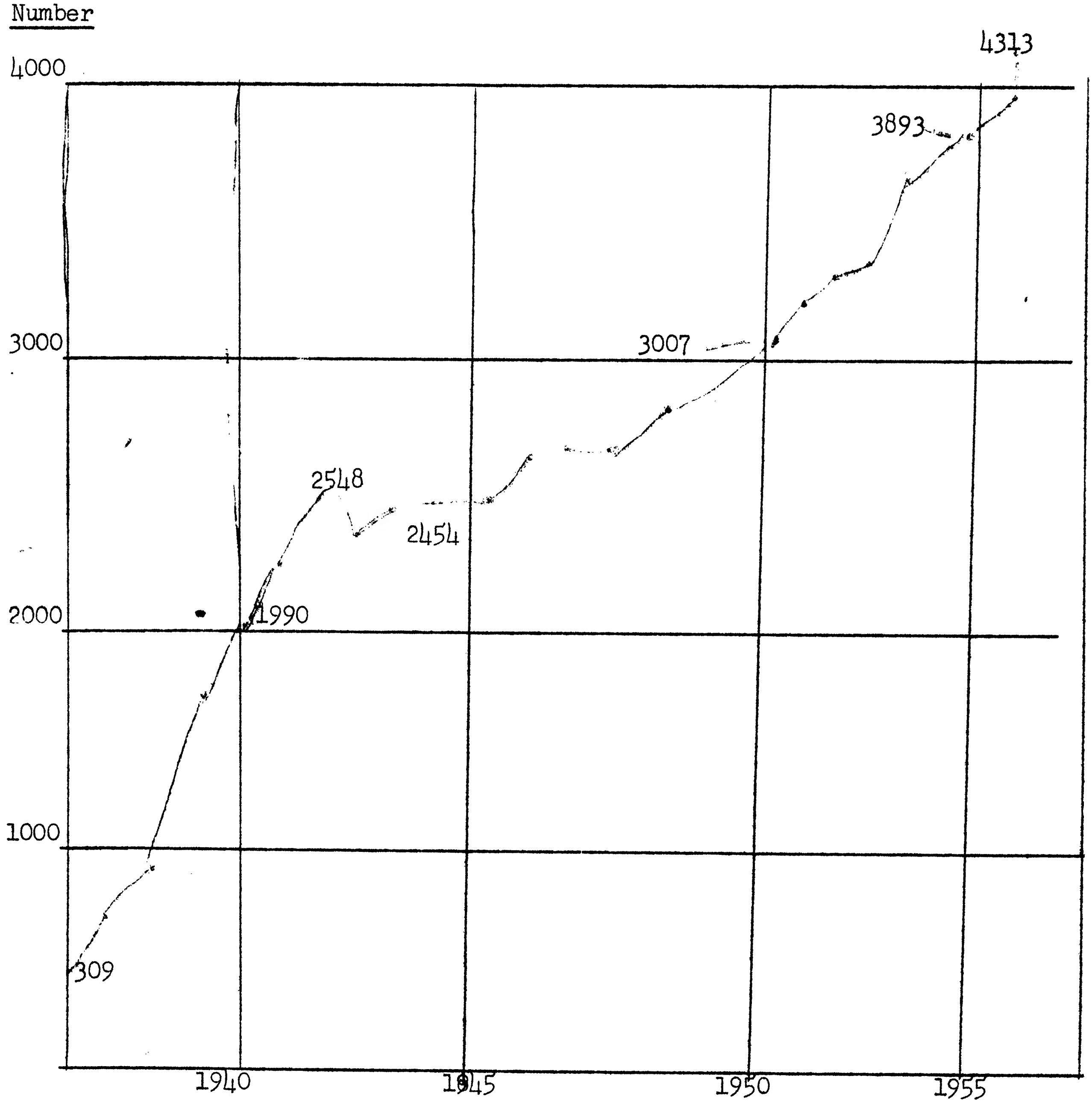
Every school administrator and every teacher in every country has problems which tend to limit his effectiveness, or to thwart the attainment of the purposes and objectives of the program. Such problems exist in Afghanistan. Some are of major proportions, and some are of a minor nature. However, in each instance the problems which confront the Afghan school leaders are significant to them, and their replies to questions raised during the interviews represent the best thinking of responsible people on issues of both immediate and long range concern.

It may be expected that many problems remain unstated in an open-ended question technique, but the replies represent the beliefs at the time the question was asked.

School administrators were most concerned with personnel, the curriculum, and the pupils. A total of 42 references were made by the 25 interviewees to six different aspects of school personnel. The need for good teachers, and the need for professional training on the part of currently employed teachers (Table 6.7) was given major emphasis. "Good" teachers and "well qualified" teachers are in short supply. Many have been appointed who lack the desired qualifications for effective teaching. Furthermore, many teachers

CHART 6.3

TOTAL NUMBER OF TEACHERS
IN AFGHANISTAN

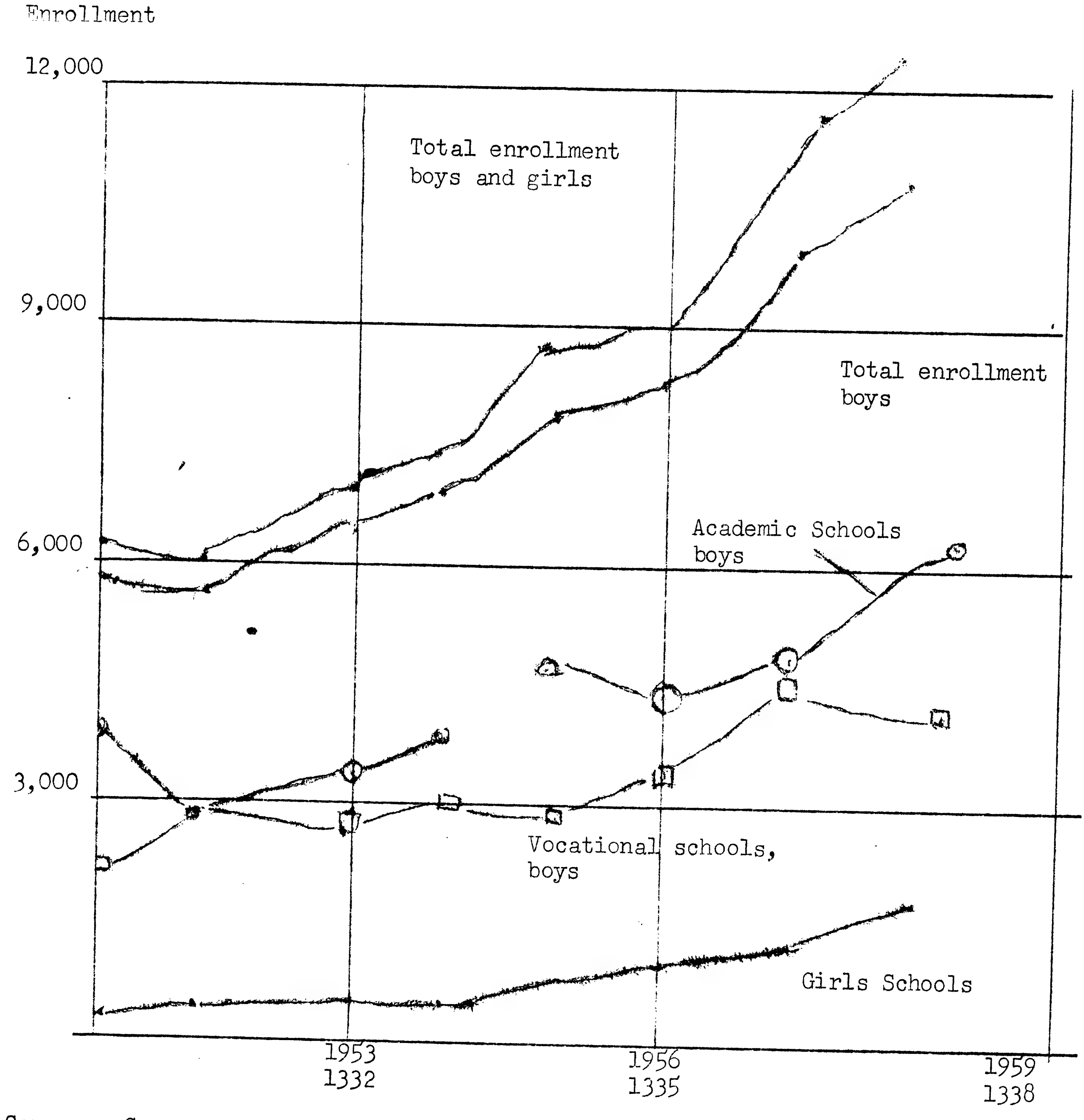


Source: Spencer, Op. Cit.

6. Significant social change is occuring in the country. In some cases the change involves only a modernization of the form of expression of a value; in others it is more basic. It has long been noted that social change tends to occur more slowly in homogeneous cultures or in the homogeneous subcultures of diverse cultures. Afghanistan is basing social change on internal factors in its culture.
7. Family relationships, both immediate and remote, are generally cohesive in nature. Cultures that are not characterized by high levels of literacy transmit values on a verbal basis through a process involving loyalties that usually mark face to face relationships - as contrasted with values formed through wide reading. This function of transmitting values re-inforces the family structure, and in turn, the family gives support to the value. Conformity, often mis-interpreted by representatives of cultures, is a response of the individual to a social need and is perfectly consistent with related cultural and social values. These relationships extend with the larger family group - the tribe, where it exists.
8. There are about 2,000,000 migratory persons in Afghanistan. It is obvious that most modern institutions were developed to meet the needs of the villager and the city dweller. The coordination of the services of these institutions with the needs and interests of migrant persons, has to be accomplished by methods indigenous to the culture.
9. Afghanistan faces rapidly changing manpower needs. The demands for more training for more persons comes from every quarter. The training task will demand maximum effort for many years.
10. Recent figures show a rapidly increasing interest in the education of girls and women. Other things being equal, this need will become greater in the next several years.
11. Afghanistan has burdensome economic limitations. The economy which is basically agricultural is not yet fully developed. Only a small percentage of the land is arable. Intensive efforts are being made to assess the economic potential of the country in other areas.
12. Afghanistan has an estimated population of about 13½ million persons. Some economists feel that when full production levels are reached, the country can sustain a much larger population.
13. Most large industries have some type of government affiliation. Generally however, small industries and shops are individually owned and controlled.
14. The greatest modernization in Afghanistan has come in recent years. For example, there has been unusual development in education since World War II.
15. Afghanistan has assumed increasingly important responsibilities in international affairs since World War II. Her recent suggestion for strengthening the Children's Charter of Human Rights of the United Nations was accepted by all signators, for example.

CHART 6.4

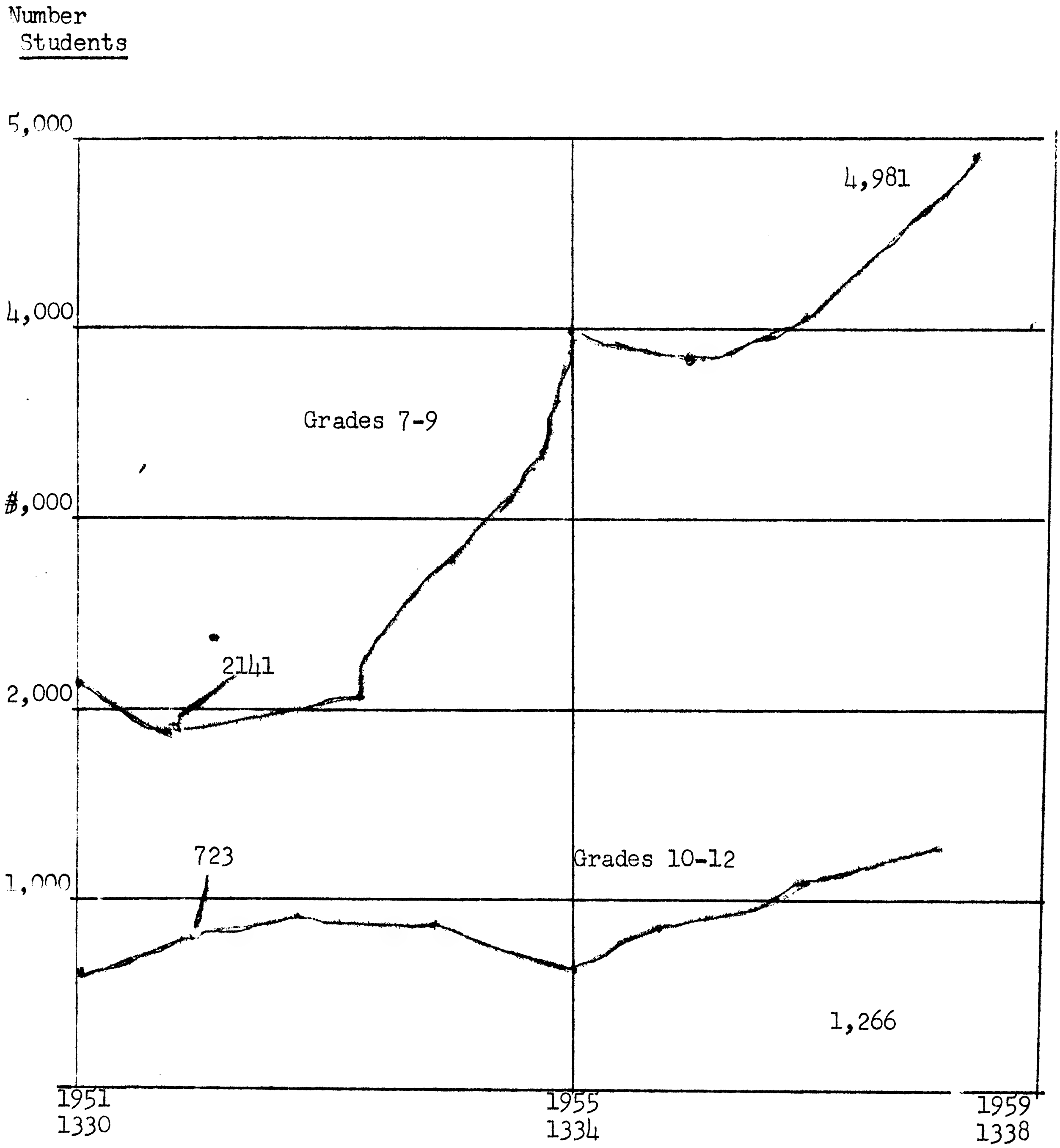
STUDENT ENROLLMENT, GRADES 7 - 12
1951 - 1959



Source: Spencer, Op. Cit.

CHART 6.5

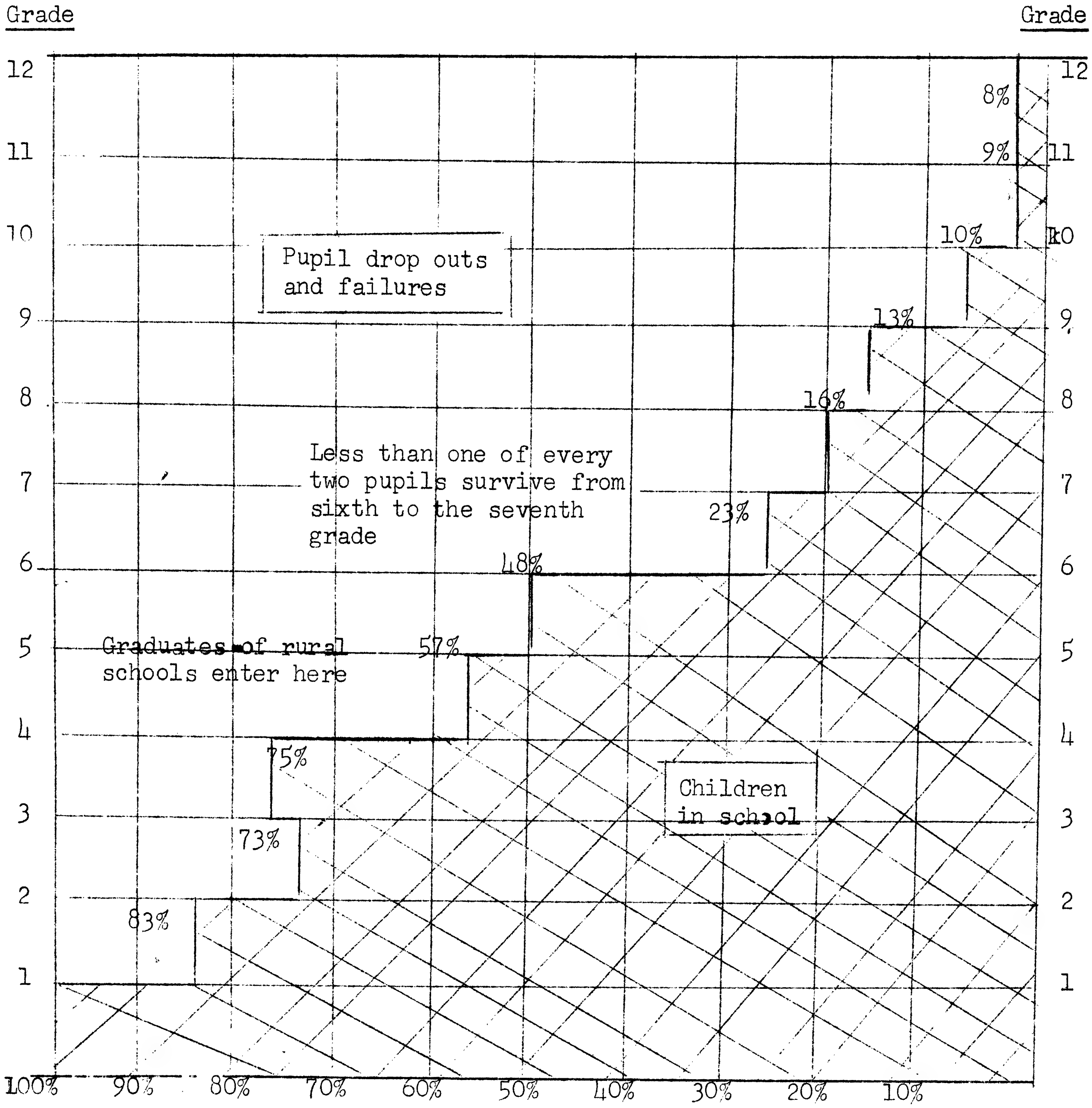
STUDENT ENROLLMENT, ACADEMIC SCHOOLS, BOYS, GRADES 7-12
1330 - 1337 --------- 1951 - 1959



Source: Spencer, Op, Cit.

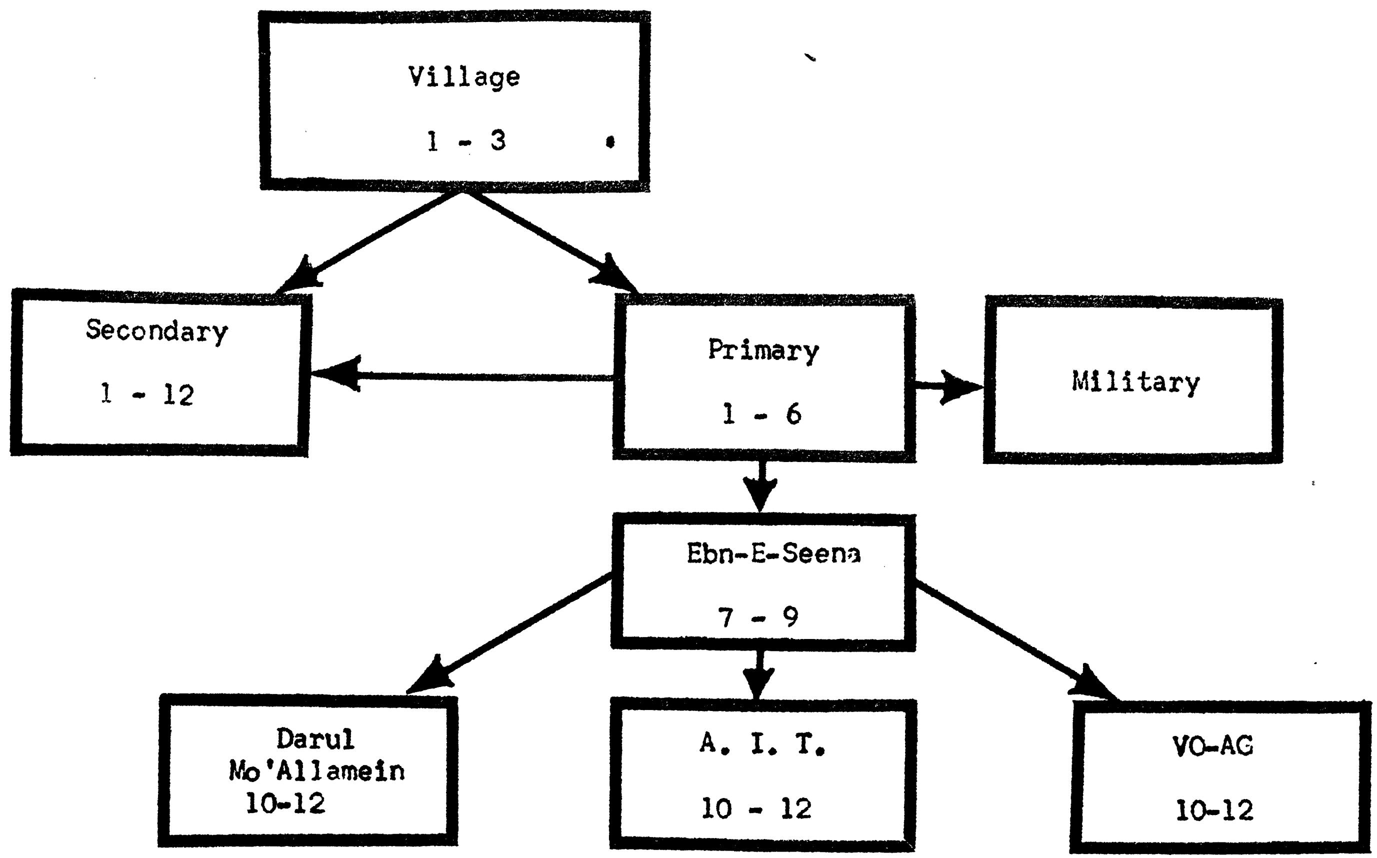
CHART 6.6

DROP OUTS AND FAILURES
GRADE ONE TO GRADE TWELVE

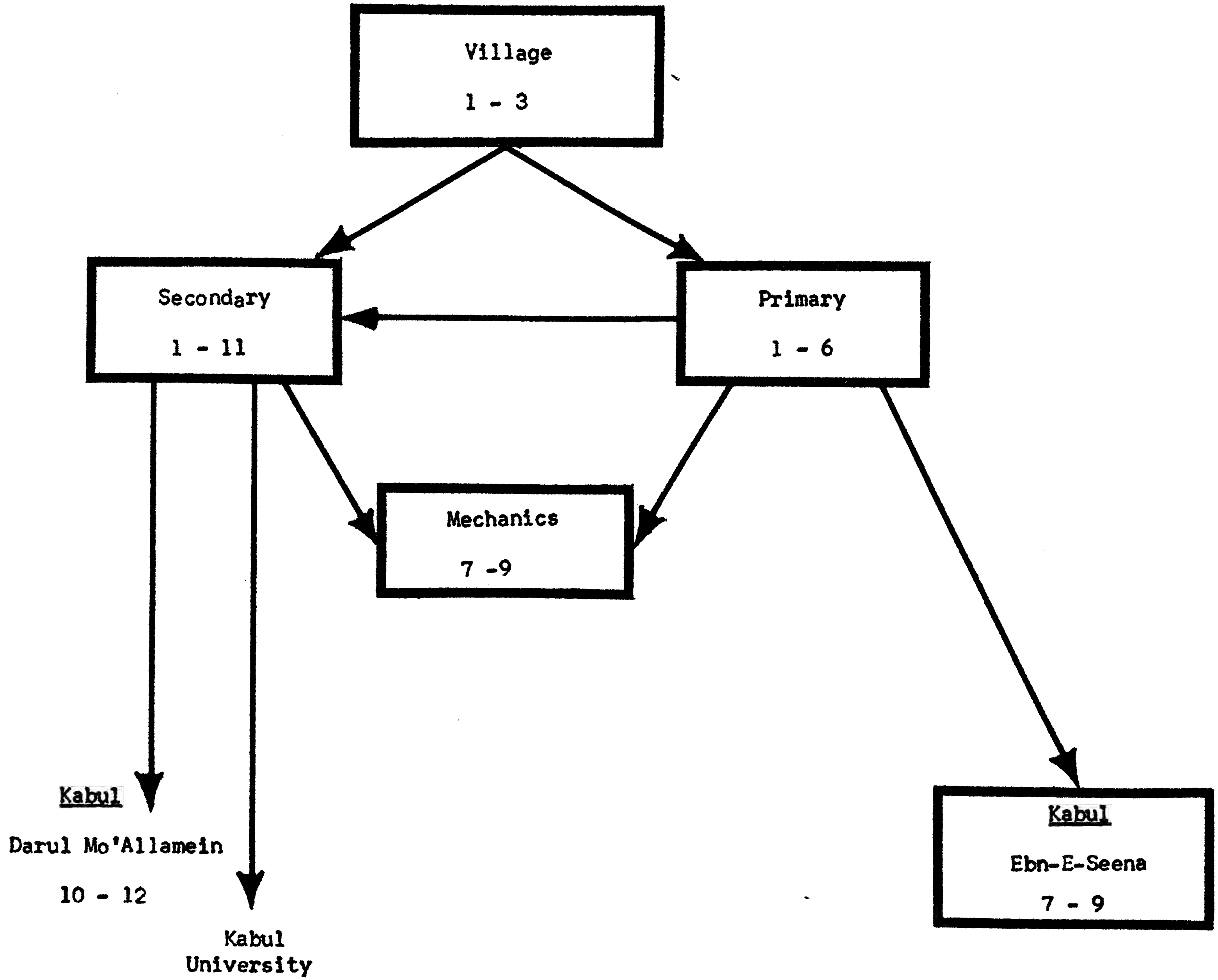


Source: Spencer, Op. Cit

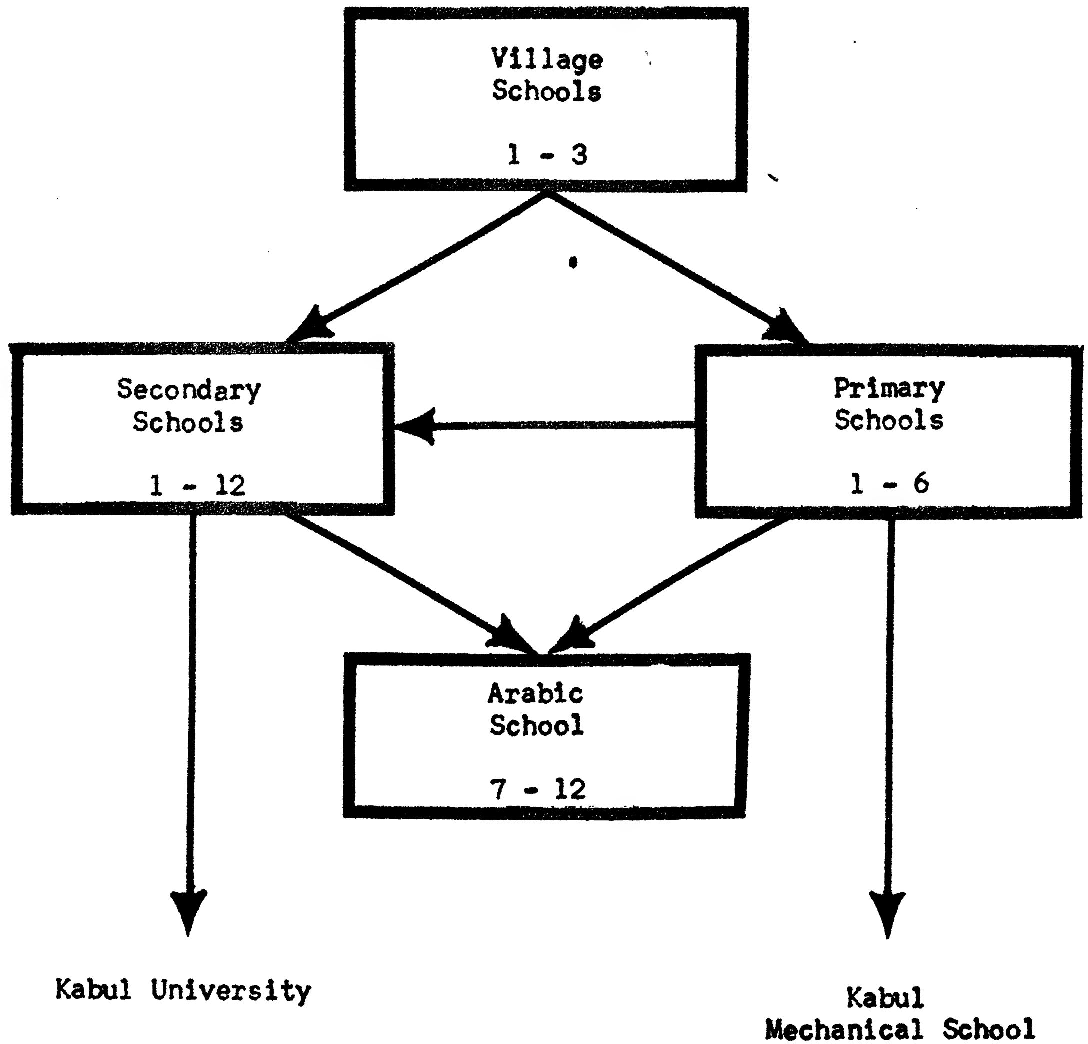
KABUL


Village
1 - 3
Secondary
1 - 12
Primary
1 - 6
Military
Ebn-E-Seena
7 - 9
Darul
Mo'Allamein
10-12
A. I. T.
10 - 12
VO-AG
10-12

JANOBI PROVINCE

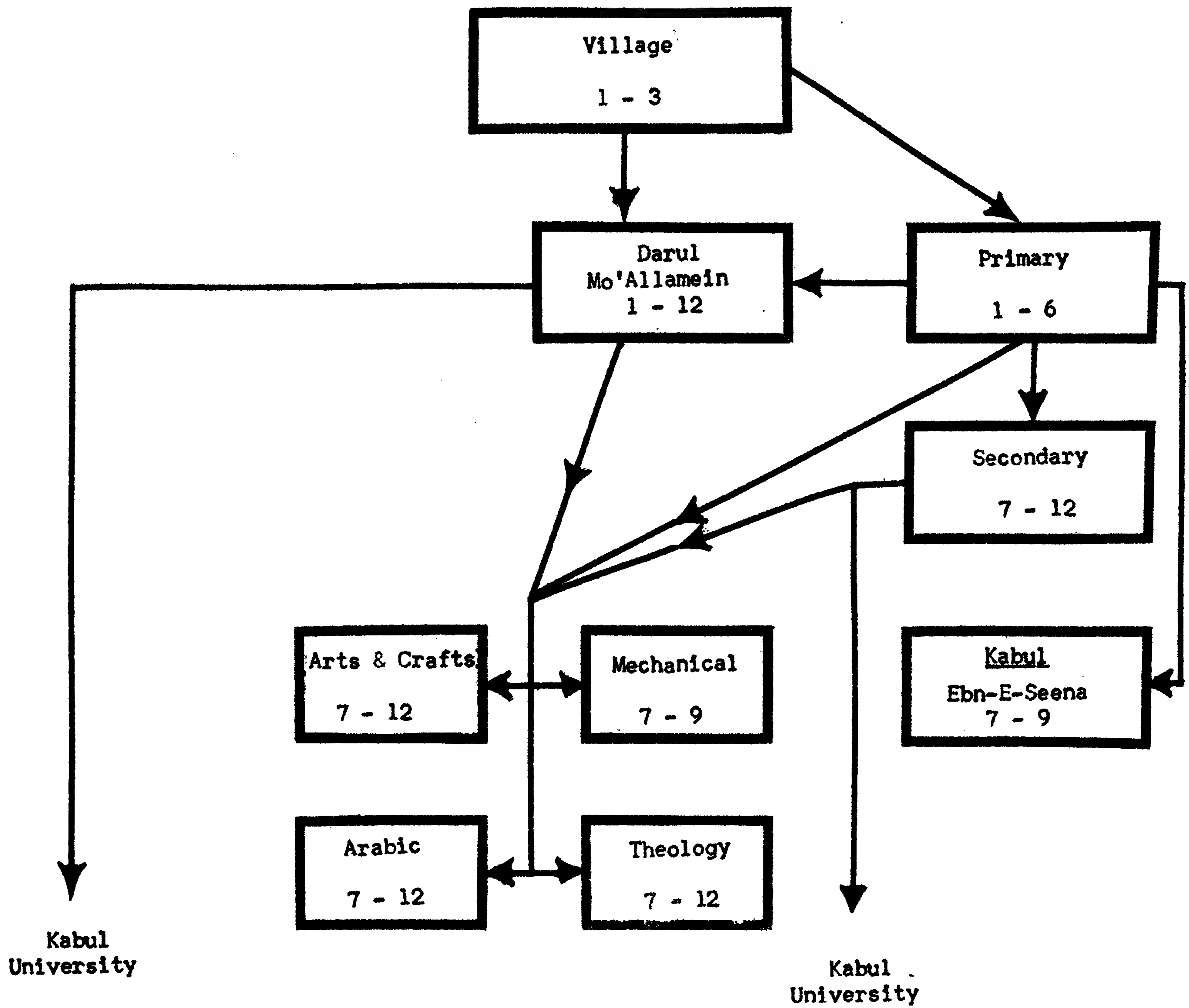


GHAZNI



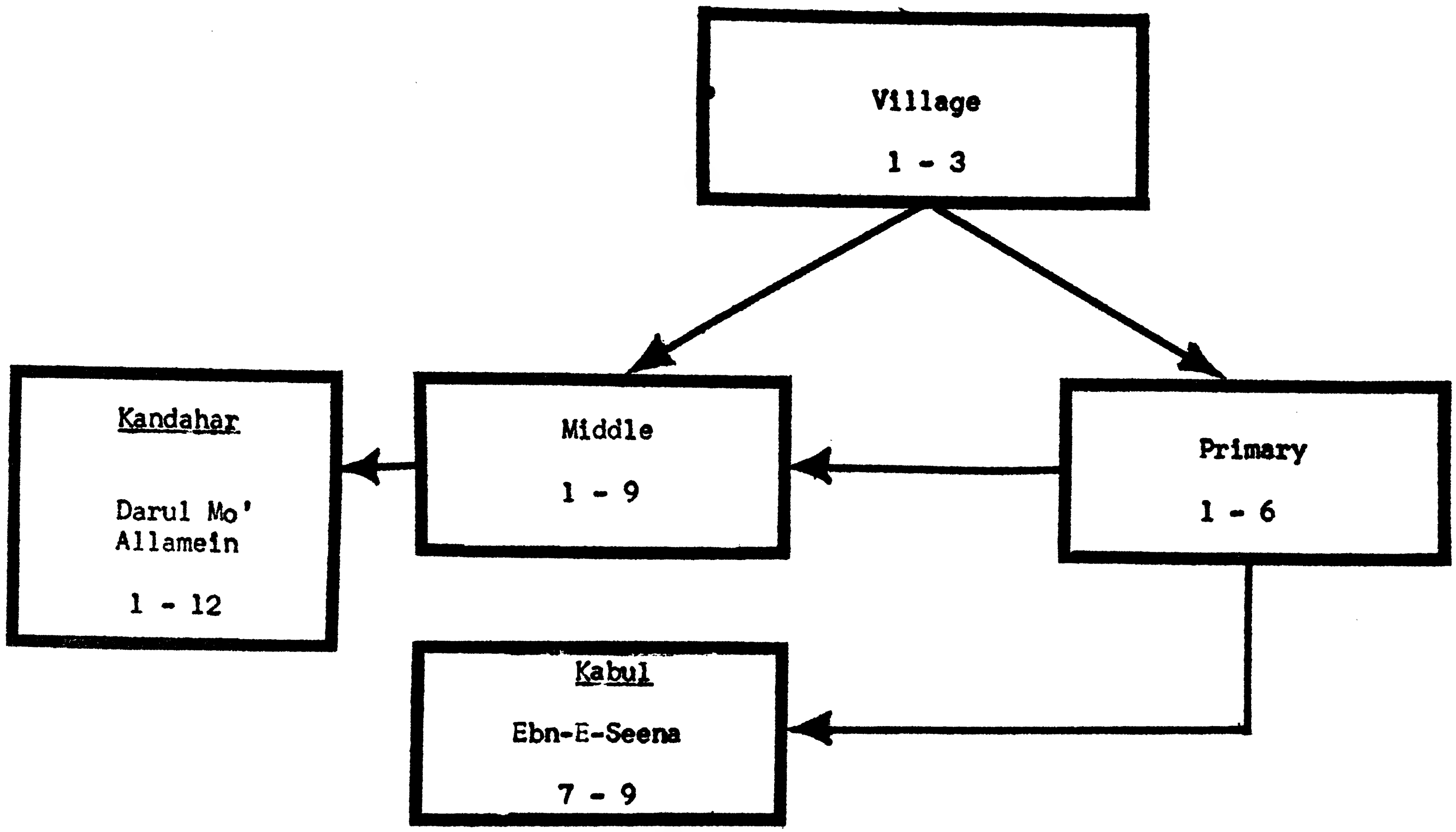
Village Schools
1 - 3
Secondary Schools
1 - 12
Primary Schools
1 - 6
Arabic School
7 - 12
Kabul University
Kabul Mechanical School

KANDAHAR



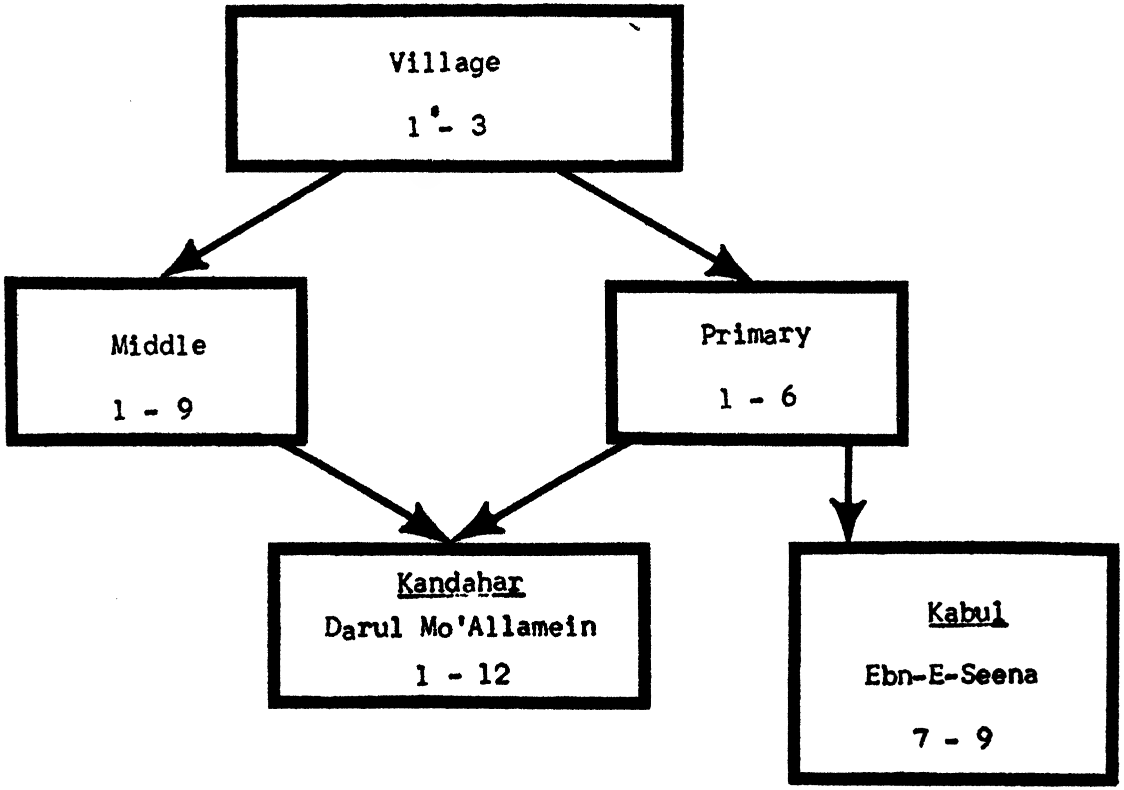
Village
1 - 3
Darul
Mo'Allamein
1 - 12
Primary
1 - 6
Secondary
7 - 12
Arts & Crafts
7 - 12
Mechanical
7 - 9
Kabul
Ebn-E-Seena
7 - 9
Arabic
7 - 12
Theology
7 - 12
Kabul
University
Kabul
University

GIRISHK



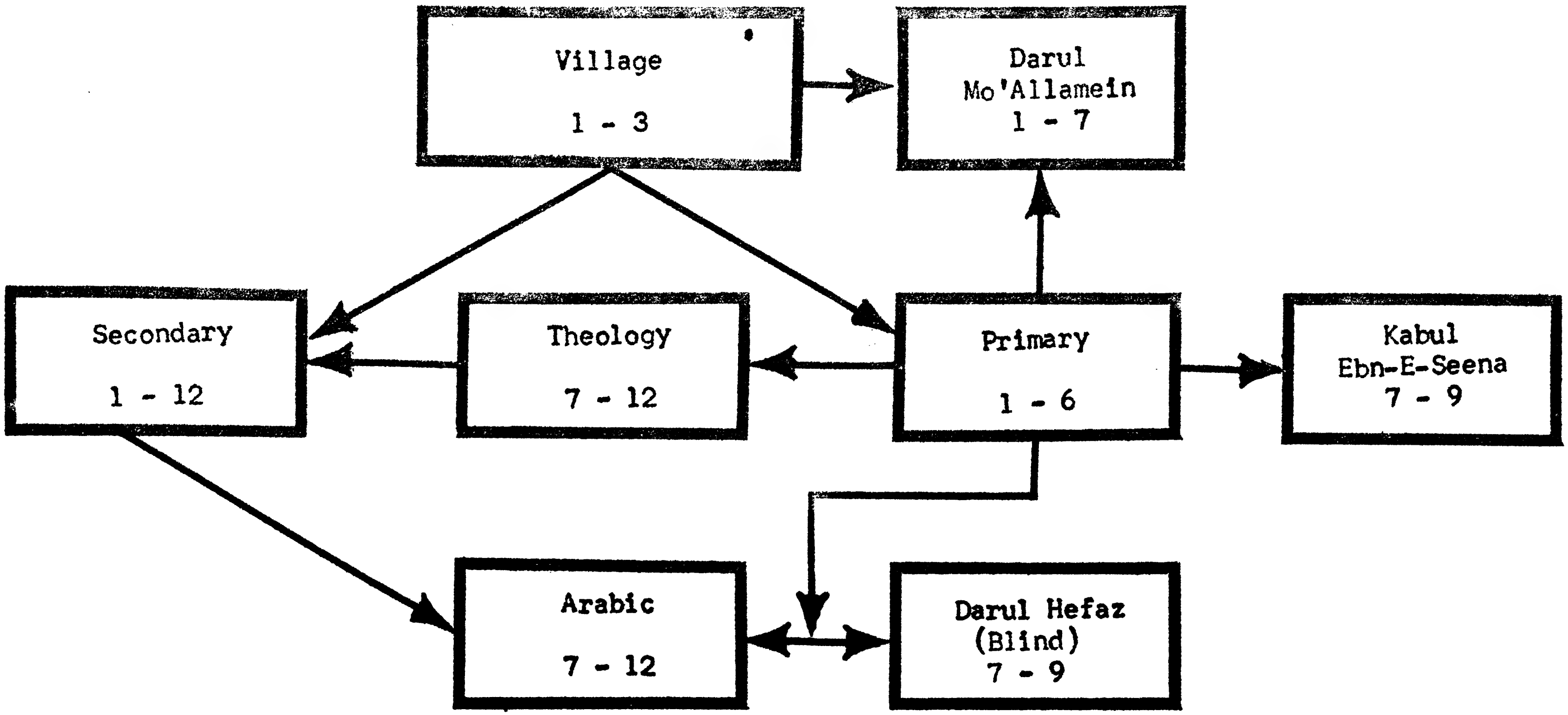
Village
1 - 3
Primary
1 - 6
Middle
1 - 9
Kandahar
Darul Mo'
Allamein
1 - 12
Kabul
Ebn-E-Seena
7 - 9

FARAH



Village
1 - 3
Middle
1 - 9
Primary
1 - 6
Kandahar
Darul Mo'Allamein
1 - 12
Kabul
Ebn-E-Seena
7 - 9

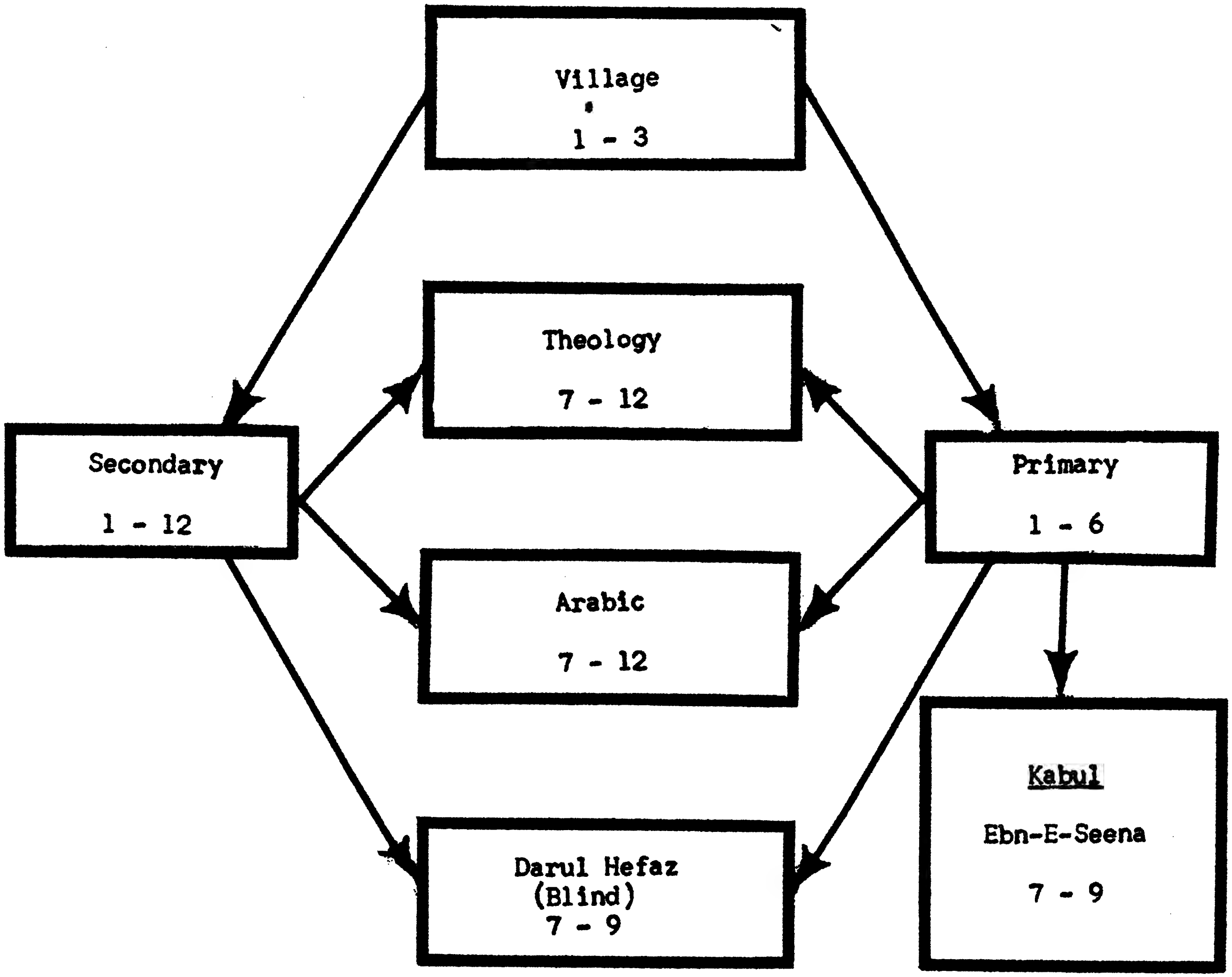
HERAT



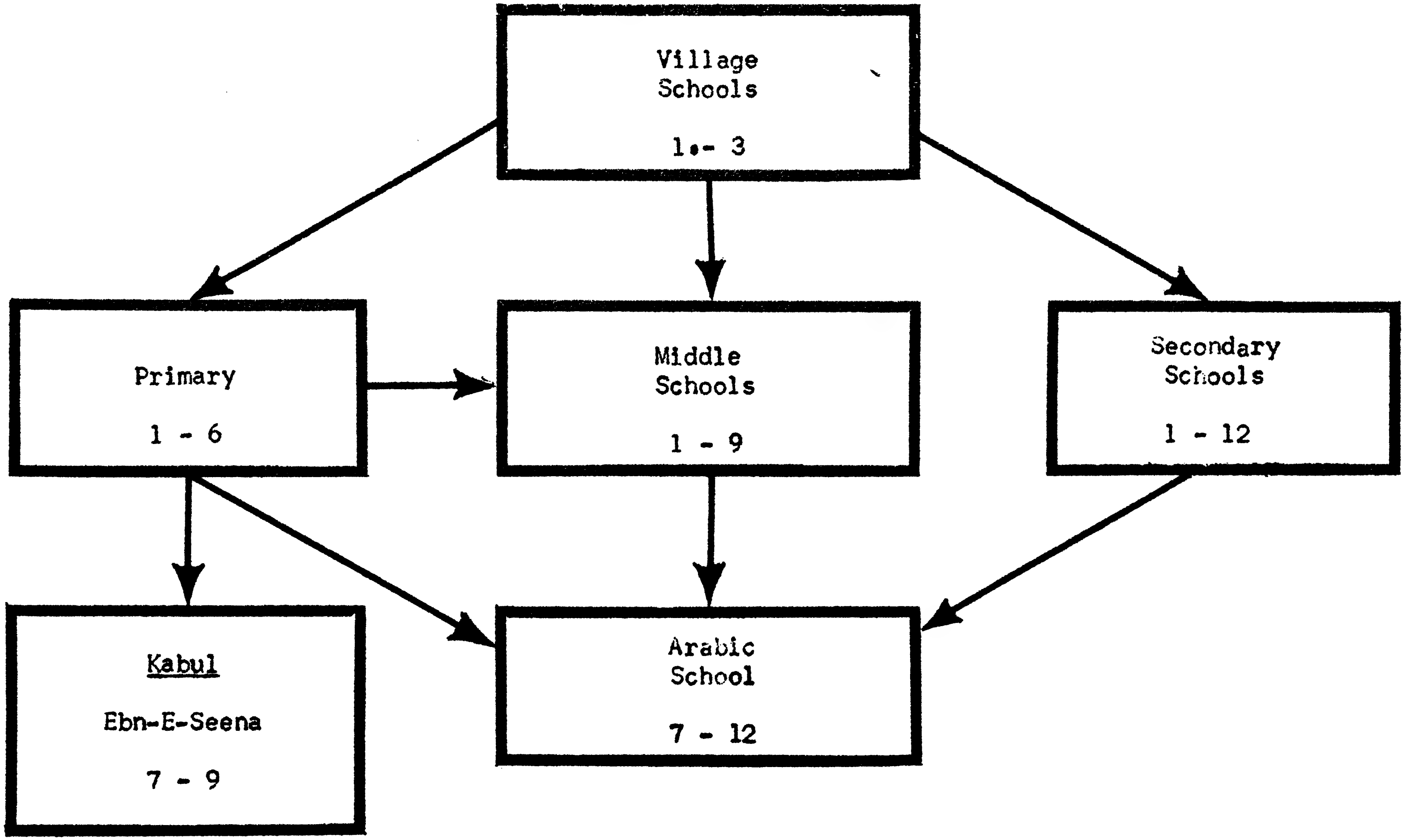
Village
1 - 3
Darul
Mo'Allamein
1 - 7
Secondary
1 - 12
Theology
7 - 12
Primary
1 - 6
Kabul
Ebn-E-Seena
7 - 9
Arabic
7 - 12
Darul Hefaz
(Blind)
7 - 9

There is no such thing as a "brief" picture of a nation. The above points, however, are a part of those discussed by the Team. They are presented as background points to suggest the significance they have for education in the country.

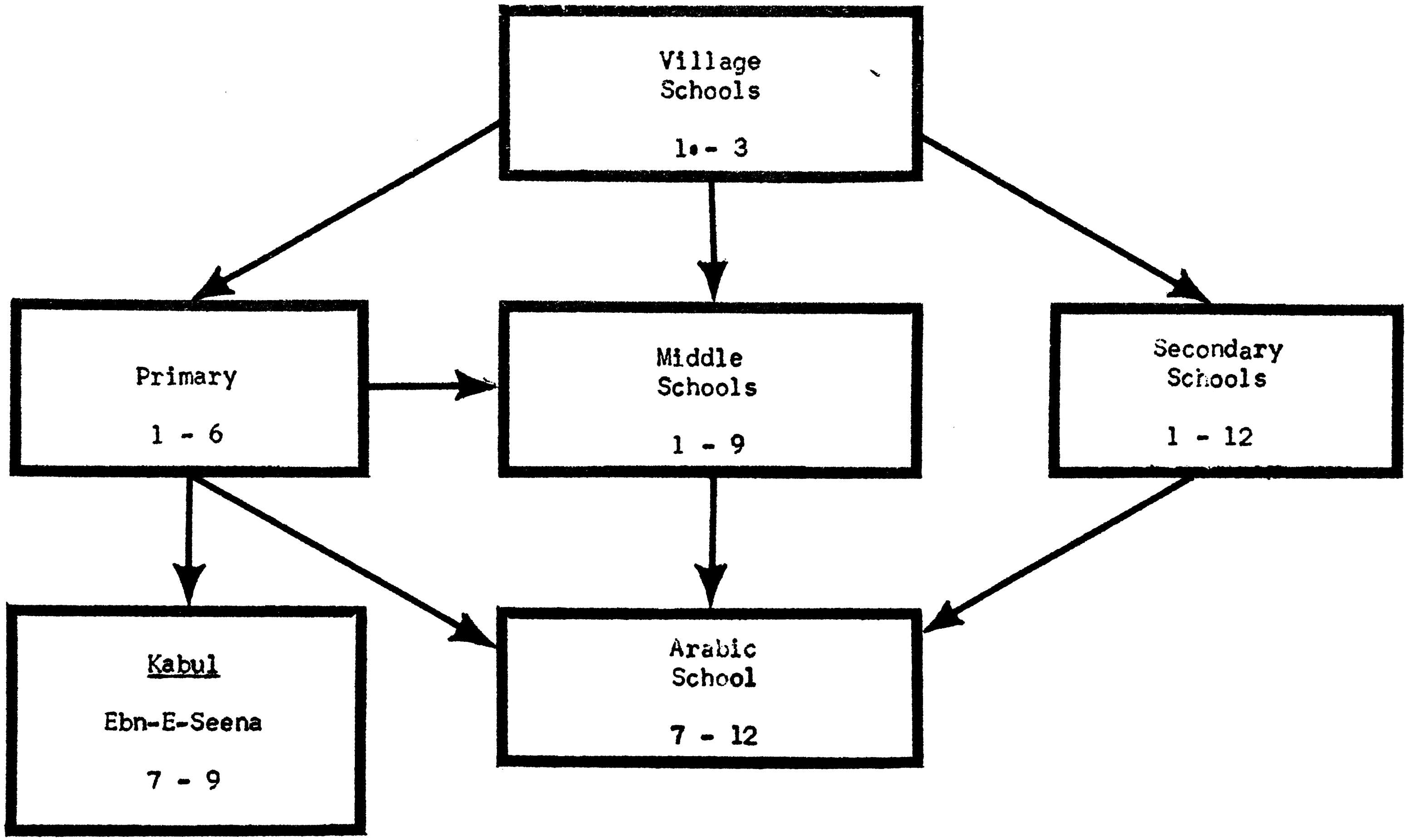
MAZAR - i - SHARIF



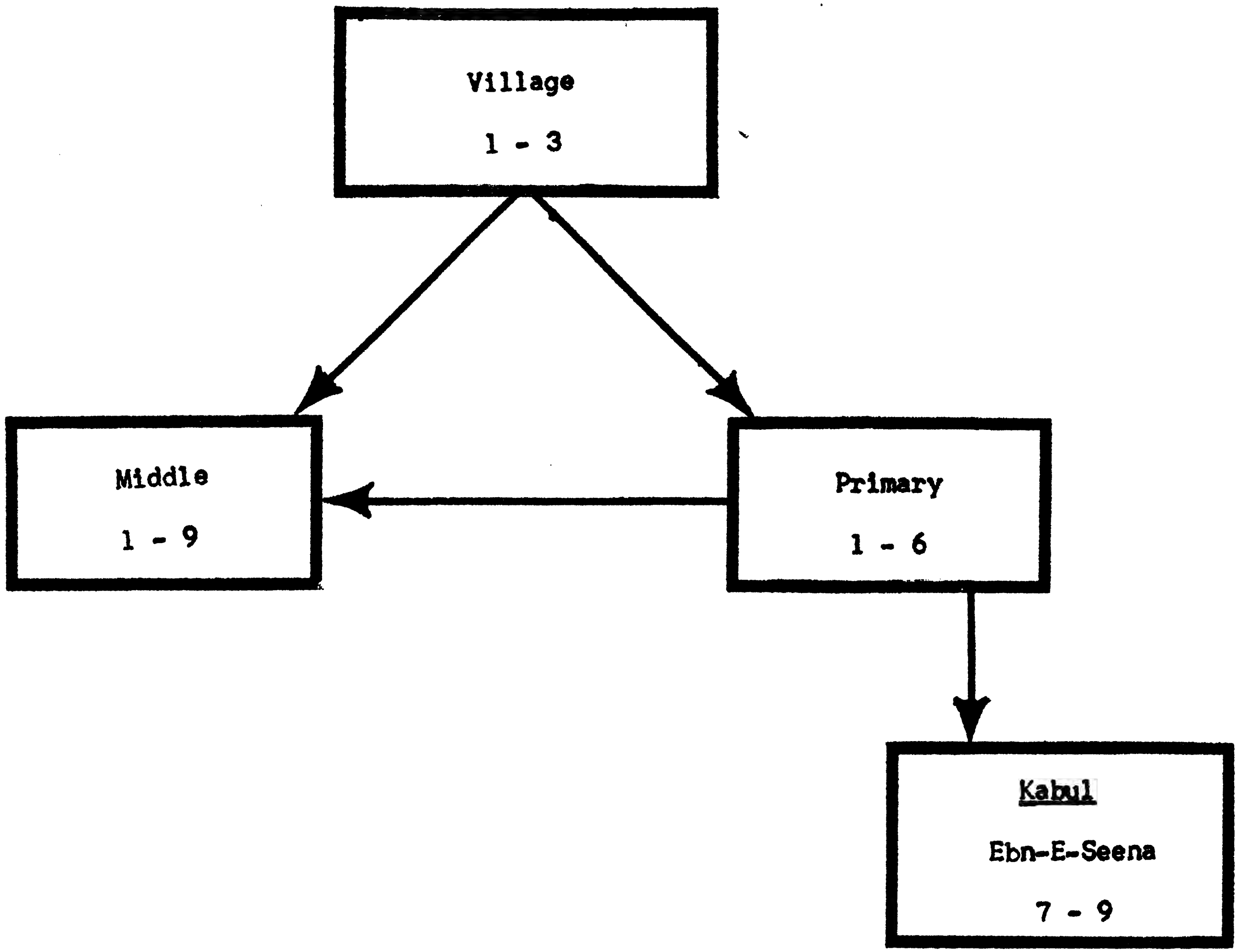
KATAGHAN PROVINCE



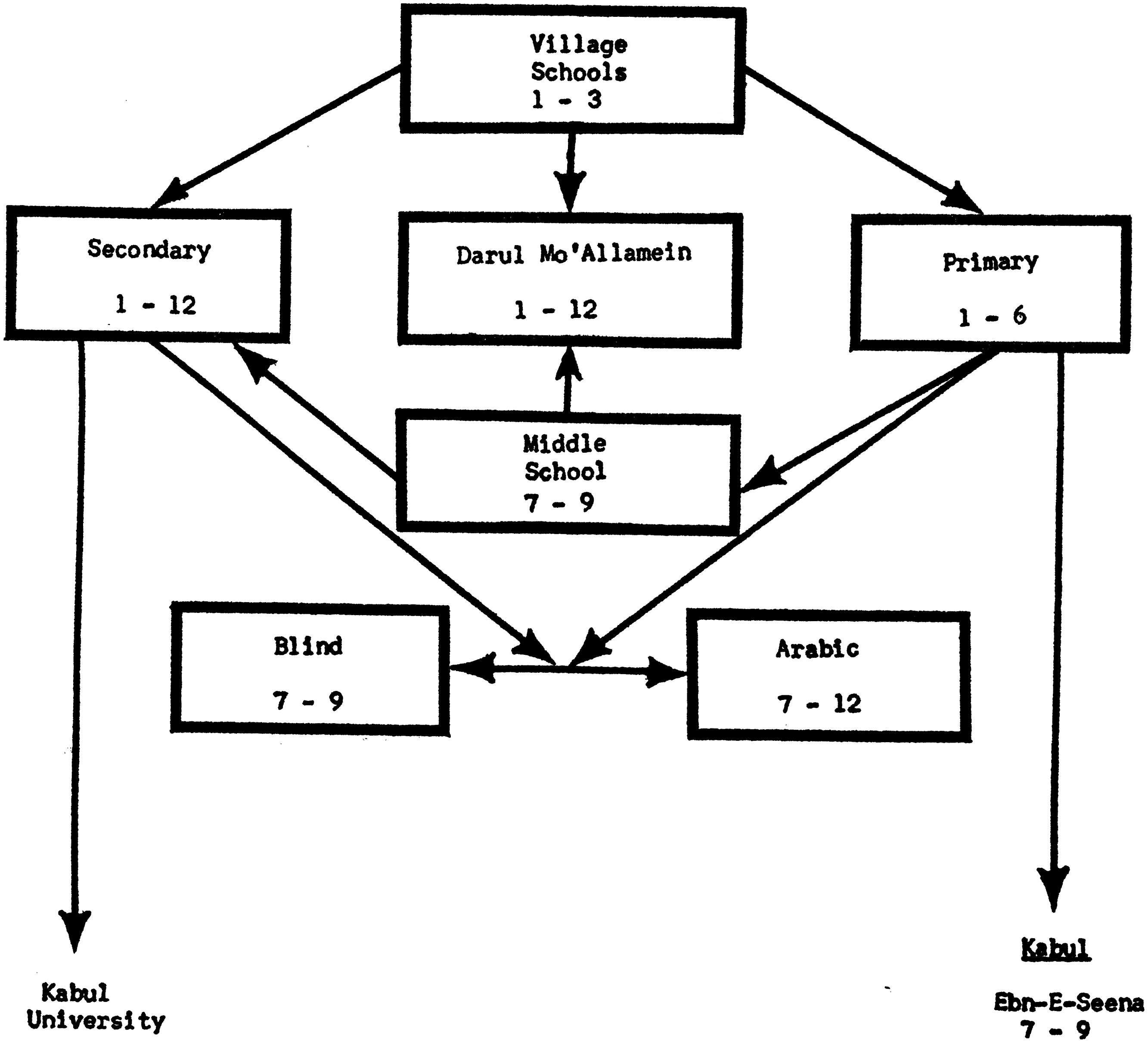
KATAGHAN PROVINCE

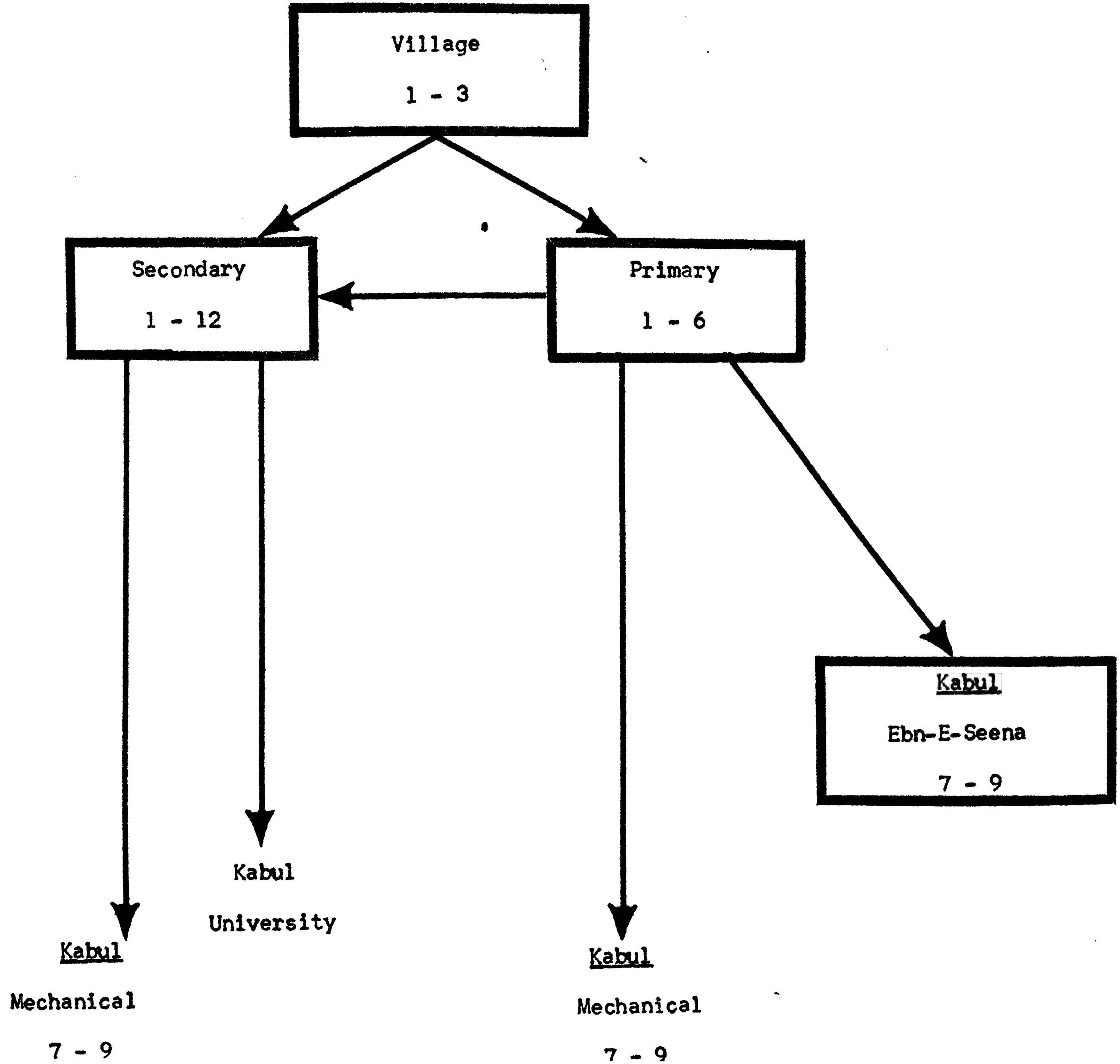


BADAKSHAN



NINGRAHAR PROVINCE




Village
1 - 3
Secondary
1 - 12
Primary
1 - 6
Kabul
Ebn-E-Seena
7 - 9
Kabul
Mechanical
7 - 9
Kabul
University
Kabul
Mechanical
7 - 9

have no professional training for their responsibilities. They may have a good background in their respective subject matter fields, but lack the understanding or the ability to translate theory into everyday practice. They may not have sufficient understanding of child development and of the learning process to help students acquire either the theoretical knowledge or the functional application of that knowledge. One administrator stated that his teacher of mathematics knew his textbook subject matter very well, but was unable to handle even the most simple problems of applied mathematics in everyday living. Another made a similar statement concerning his science teacher.

Twenty-six references were made concerning problems of the curriculum in the secondary schools. Seven educational leaders indicated the need for commercial subjects, particularly typing, in the curriculum of academic schools. Six administrators felt that the curriculum was too rigid, since all courses were required, and there was no flexibility in the fixed subject matter offering. Five held the opinion that there were too many subjects in the curriculum, that 12-14 subjects per week were too many for effective teaching and learning. Others stated, with much feeling, that the curriculum was not based on Afghan needs, and that it did not meet the needs of the pupils. Two administrators stated that the curriculum of the academic schools was geared too closely to University entrance requirements, and that it did not have the flexibility to make essential adjustments to local and individual needs.

Pupil drop-outs were a matter of major concern to 18 Afghan Administrators. Ten of them simply mentioned the problem of "drop-outs", and eight believed that drop-outs were caused, in part, by the rigidity of the curriculum. For example, several administrators indicated that many pupils might not be able to pass the science requirements, and would drop out of school. They felt that another kind of program was needed for these pupils, so that the abilities which they did possess might not be lost to their communities and to the nation.

Suggestions for Improving Secondary Education

The Afghan educational administrators interviewed in this study made proposals for the improvement of their schools, and for the improvement of secondary schools in Afghanistan. These proposals are presented in the 275 suggestions recorded in Table 6.8.

It was noted in Table 6.7 that major problems in secondary education were concerned with personnel, curriculum, and pupils. Of these three areas only one, the curriculum, appears among the first three in an analysis of proposals for the improvement of secondary education. The other two top priority areas refer to materials and equipment, and to administration and organization.

Afghan educational leaders interviewed in this study are firmly convinced that the curriculum of the secondary schools needs careful study and some revision. Although a few pointed to the specific aspects of the curriculum with pride (Table 6.6), they believe that a study of the curriculum should have top priority in a planned program for improvement (Table 6.8). The principal suggestions for reorganization propose the expansion of academic schools to include vocational courses, the addition of elective subjects to the required program, and commercial education. Five different school leaders indicated a desire to modify the middle school science program along the plan developed at Ebn-e-Seena.

An adequate supple of textbooks, teaching materials and equipment was recognized as the second most needed improvement to up-grade secondary education. The reorganization of the secondary school schedule to modify the number of subjects and the number of periods, per week was given third rank in importance. Almost equal emphasis was placed upon the need to improve the quality of teachers, and the professionalization of the teaching profession.

Selected excerpts from notes taken during the interviews include the following:

> We do not have very good relations with the people in some of the Provinces concerning secondary education. We need to seek the cooperation of the people.
>
> The government should strive to improve the social position of the teacher. If accepted by the people that teaching is a good profession, then the teacher will try to keep his prestige with the people.
>
> The schools are ready and the people are ready for most of my suggestions for improvement.
>
> Education is geared to the University. It needs to be geared to the needs of the pupils with more electives. If they are not interested in science, or are not able to succeed in it, why should they be required to take science and fail?
>
> The teacher does not have the opportunity to read and study. He has only his own notes and these are used over and over.
>
> I want to improve the evaluation system of the whole school.
>
> We need to study the curriculums of other countries and take those points that are good for Afghanistan.
>
> We cannot keep pace with the desires of the people for the opening of new schools in the Province.

If we cannot introduce vocational agriculture in the secondary school, we should introduce it as a part of the science program.

Afghan educational leaders have a vision for the improvement of secondary education in Afghanistan. This vision is based upon a first hand knowledge of the practical, every day problems of working with pupils and with their respective communities. The understandings gained from an analysis of problems in secondary education, and of proposals for improving the secondary school program will be used as a basis for proposing the Imperative Needs for Secondary Education in Afghanistan.

IMPERATIVE NEEDS OF SECONDARY EDUCATION

The Afghan educational administrators interviewed in this survey have indicated some very general and some very specific needs which must be met if secondary education is to move forward. They have indicated a sensitivity to problems which can be fully realized only by those who are directly responsible for the administration of the school program. An analysis of the opinions expressed by these Afghan leaders, and the Survey Team's analysis of the problems indicate certain imperative needs in secondary education, which are stated and interpreted as follows:

Imperative Need Number One: to develop an understanding of and an appreciation for education on the part of parents and citizens of Afghanistan, and to create in them a desire for educational opportunities for all children.

The report of significant problems in secondary education by Afghan educational leaders, cited above, indicate two different attitudes among parents and citizens concerning education. In the one instance, parents are demanding educational facilities and opportunities for the education of their children beyond the ability of the Provincial Directors and the Ministry of Education to provide them. This is further substantiated by the request of the Provincial Directors at their recent annual meeting in Kabul. They reported growing interest on the part of parents for more schools, and a request was made for the construction of schools at as rapid a rate as possible. It was also indicated by one Provincial Director to the writer that the construction of schools under the five year plan had increased the interest of the people in schools. They felt that the five year plan gave them some hope for securing new schools, and many requests for more schools were being received.

On the other hand, it has also been indicated that there is general opposition to secondary education in many provinces. The people have an economic need - the need of their children's help:

to shepherd the sheep, to weave rugs, to do countless kinds of work that help their parents to survive in a basically agricultural economy. It has also been indicated that the people become increasingly interested when a local craft is introduced into the curriculum, or when they can see financial or economic advantages to an education. But they need to be shown the value of an education for their children, and the "showing" needs to be at a very practical level.

Although secondary education will be limited to a small per cent of the children of Afghanistan for many years to come, it will not be able to make major strides forward without the approval and support of the people. Neither can it be accomplished without full understanding and support of the government. But if the cooperative support of both can be secured, then the advancement of secondary education within the next few years is virtually unlimited. Ways and means will be found to provide the basic essentials of a good secondary education program. This, then, is an important task of all who are interested in the expansion and improvement of secondary education in Afghanistan.

The following may be suggestive of an approach to the problem of increased understanding, appreciation for, and support of education by the people of this country:

1. Continued introduction of local crafts into the elementary curriculum, as recommended by the five year plan.

2. Broadening the secondary school curriculum to include vocational subjects according to local needs.

3. Training of teachers and administrators to interpret the educational program to the people.

4. Relating the educational program to the needs of families, and of the community.

5. Development of a national program to interpret education to the people. The proposal for education by radio as suggested in Chapter IX merits further study and support.

6. Organization of groups of boys in agricultural areas to study agriculture at a practical level. Similar groups have proven to be successful in other countries, and it should be very helpful in Afghanistan. Such programs, well developed, soon have educational value for the parents, and agricultural methods and techniques are improved as a result of the work with the children.

7. The suggestions contained in Chapter V, Elementary Education, under "Recommended Program Elements", and sub-sections "Adult Education - Fundamental Education" and "Community Schools" should be studied in connection with secondary

CHAPTER III

SOME MAJOR AREAS OF STRENGTH IN AFGHAN EDUCATION

The observations and opinions drawn by the Survey Staff were based on a ten weeks study in the country. Schools were visited extensively in Kabul, in the surrounding area of Kabul within a radius of 50 miles, in Kandahar, Lashkar Gah and Herat. Interviews were held with Headmasters, headmistresses, teachers, inspectors, provincial directors of education, members of the Ministry of Education, and with members of the Institute of Education as well as with representatives of agencies in education or related endeavors. As the data for the survey report were collected and organized, certain aspects of the education program appeared to be outstanding and significant. Among these program elements were the following:

Annual Meeting of Provincial Directors

An annual meeting of the Provincial Directors of Education has been called for each of the past three years by His Excellency, the Minister of Education. Two to three weeks were devoted to three purposes:

1. To find out how much has been accomplished in carrying out the five year plan.
2. To determine the difficulties encountered in the five year plan.
3. To secure ideas for solving the problems and to make suggestions for improvement.

These meetings enabled the Ministry of Education to identify the problems and the accomplishments in the several provinces, and they enabled the provincial directors of education to present suggestions and to receive suggestions, interpretations, and directions from the Ministry of Education.

Expansion of the Educational System

The growth and expansion of the educational system during the past few years is graphically portrayed in Chapter VI (Charts 6.1, 6.2, and 6.3). Within the past seven years the number of schools has increased 177 percent, pupil enrollment by 66 percent, and the number of teachers by 43 percent. The Royal Government of Afghanistan has placed great emphasis on education during this period of time.

The Five Year Plan

The improvement of an educational system does not "just happen." It is the result of planning, the coordination of available resources, both human and material, for the implementation of the adopted plan, and the "follow-through" or execution of the plan. All of these steps are in evidence in the five year plan for Afghanistan which was initiated in 1956. It is evidence of the firm intent of the Royal Government to improve education in the nation.

education and school-community improvement.

Imperative Need Number Two: to expand and to improve the quality of teacher training programs at both the pre-service and in-service levels.

Lack of teachers, lack of good teachers, and lack of professionally trained teachers were indicated as the prime professional problems in secondary education (Table 6.6). The selection, recruitment and training of a sufficient number of good teachers is critical at all levels, and especially so at the secondary level. Recognition of this need has already been made by the Ministry of Education with the establishment of three additional teacher-training schools at Herat, Jalalabad, and Kandahar, and with a fourth one planned for Mazar-i-Sherif. The formation of these schools is only the beginning; the major task of preparing these schools to become good teacher training schools lies ahead.

Enrollments in the Faculties of Science and of Literature, from which teachers are secured for the lycees and secondary schools, is very limited in comparison to the need for well-qualified teachers (Table 6.9). An average of 22 students over the past three years have graduated from the Faculty of Science, and 28 from the Faculty of Literature. Not all of these graduates become teachers. The need for increasing enrollments in the University for prospective teaching positions is critical. Immediate attention should be given to increasing enrollments of students in training for teaching positions. (The analysis made by Mr. Ayeen in the Secondary Education Committee deserves consideration by Afghan Educational officials).

The following suggestions are offered for the consideration of committees and other personnel responsible for the improvement of teacher training in Afghanistan.

1. The Ministry of Education, Provincial Directors, Provincial Governors, and others need to do everything within their power to make teaching a respected profession, to provide an attractive salary schedule, and to make teaching a coveted vocation.

2. The improvement of teacher education must begin at the lower levels, and be extended upward as rapidly as possible. A good broad base for education should be established as firmly and as quickly as possible if the needs of the nation for trained manpower at the secondary and university levels are to be provided.

3. Provision should be made as soon as possible for the expansion of facilities at all teacher training schools, including the University, to expand enrollments of students in preparation for teaching.

4. Selection and recruitment of students for teacher training institutions should be based upon a very carefully planned and devised program. It is possible that the Institute of Education might be in a position to render valuable assistance in this undertaking.

5. The Ministry of Education and the Institute of Education must make every possible effort to train, guide and assist teachers and administrators at the three new teacher training institutions. The experiences and leadership of the Kabul Daral Mo'Allamein should be made available to these new institutions.

6. It is understood that admission to the teacher training schools is primarily from outlying areas in the province, and from other provinces. There may also be students within the city in which the institution is located that would like to become teachers. The addition of classrooms even, without the addition of room and boarding facilities, to accommodate these teacher trainees, might bring about an early increase in the number of students preparing to become teachers.

7. Graduates of teacher training schools should have the privilege of enrolling in the University. Perhaps this can be accomplished with the development of the Faculty of Education. Many comments were heard that students did not want to enroll in teacher training schools because they would be denied admission to the University.

8. Prospective teachers from the Faculty of Science and the Faculty of Literature need more than just a knowledge of the subject matter. They also need information about and an understanding of child psychology, child growth and development, the nature of the learning process, methods of helping children to acquire knowledge and understanding, and techniques to develop critical thinking. Consideration should be given to further training in these areas prior to their first teaching position.

9. As soon as possible evening courses and extension courses in other centers should be offered by the University for the improvement of teachers in service.

10. Winter and summer workshops at Kabul should be continued on a permanent basis.

11. Workshops in each province should be conducted on a year round basis, with a minimum of two to three months in each center.

12. The efforts of the four teacher training institutions should be coordinated under one administrative leader with responsibility for supervising and improving the quality of the teacher training program, and to serve as a liaison representative among the institutions.

13. It was suggested in the Secondary Education Committee that difficulty was experienced in securing Kabul trained teachers to return to, or to be assigned to schools in several provinces. Governmental construction of teacher housing units was proposed as a means of securing better teachers in the more remote areas. An experimental unit might be constructed in one province, and others added at a later time, should the first one prove to be satisfactory and desirable. Provision should be made in these same quarters to house inspectors and others from the Ministry when they visit the schools in these areas.

Imperative Need Number Three: to increase the quantity and the quality of educational materials, especially textbooks.

Textbooks at the secondary school level are in short supply, with many classes having none. Instruction is given by the lecture method, with the student copying the notes in a copy-book. Textbooks and teaching materials are a necessity, and their production should have top priority. Reference is made to the proposals contained in Chapter IX to provide textbooks and educational materials.

Basic equipment and supplies should be provided to all secondary schools for science courses. The development of a library book box program should be helpful (see Chapter V). Libraries should be expanded as rapidly as possible, and increased utilization of present library facilities should be encouraged.

Imperative Need Number Four: to identify and clarify the objectives of secondary education.

Three interpretations of the purposes of secondary education have been previously indicated, and each one appears to be in some conflict with the other two. In the first place, "the object of the lycees is to offer education up to the baccalaureate standard and to prepare students for University education."[1] Although preparation for admission to the University is generally accepted (Table 6.3), it is also held by administrators that the purpose is the imparting of knowledge and information, with little recognition being given to the functional utilization of that knowledge and information. Some administrators indicated that the primary purpose of the Secondary Schools

[1] Education in Afghanistan, Op. Cit.

was to follow the directions of the Ministry of Education. Strict interpretations of the Ministry rules and regulations were accepted as the primary responsibility of the administrator, without any deviations. Therefore, the purpose of secondary education for these administrators became one of following directives from above irrespective of local problems, needs, or conditions, many of which could not be anticipated or planned for by the Ministry.

The major problems in secondary education (Table 6.7) and the suggestions for improving secondary education (Table 6.8) by Afghan educational leaders suggest that there are many needs in secondary schools that go beyond present statements of objectives, and that a re-examination of purposes is to be desired. For example, it was noted in the two tables mentioned above that there exists a major pupil drop-out problem. Afghan leaders suggest that this may be all subjects being required of all pupils. Increased interest was also noted for the introduction of vocational education, particularly commercial subjects and local crafts. Adjustments in the curriculum to meet the changing needs of the community and of the provinces as indicated by the educational administrators strongly suggests the need to re-examine the purposes of secondary education.

It has been suggested by some that a study should be made of programs in other countries, and that appropriate adjustments should be made in Afghan secondary education. This is only partly acceptable. Although it is important to know and to understand the best in secondary school programs of foreign countries, such as France, Germany, the United States, and others, it is much more important that Afghan educational leaders make a thorough study of their own needs in a growing and expanding agricultural and industrial economy, and then develop an Afghan Educational system. For example, such questions as the following need to be carefully examined. Appropriate solutions satisfactory to Afghanistan need to be developed:

1. In what ways have the agricultural and industrial patterns changed in Afghanistan during the past 20 years? In what ways may they change within the foreseeable future?

2. Does the present program of studies in high schools with essentially a single purpose (Academic, Agricultural, Technical, Mechanical, etc.) provide the best possible solution to the training of the essential manpower with the desired skills and understandings?

3. Since agriculture is basic to the economy in all provinces, is it desirable to have training in vocational agriculture in all provinces?

4. If separate secondary schools for each major training area cannot be constructed in each province, consideration may

need to be given to one high school in which the students would all study selected subjects common to both programs, and select other courses for an academic curriculum or for vocation training. Is such a "comprehensive" high school feasible in Afghanistan within the adopted objectives and within the financial ability of the country? What may be other alternatives, and what would be the advantages and disadvantages of each?

The Afghan educational leaders have clearly pointed out the need for a re-examination of the objectives and purposes of secondary education, and the Survey Team concurs in this interpretation. The identification and clarification of these objectives is basic to all other aspects of the educational program. Once this is accomplished, it is then possible to design a curriculum to meet these objectives, and to design and construct buildings to make this kind of a program a reality.

Imperative Need Number Five: to adapt the curriculum and the program of education to the needs of Afghanistan as indicated by the adopted statement of objectives.

The objectives of an educational program are implemented in the curriculum designed for this purpose. The need for a study of the curriculum, with proposals to make appropriate changes, was the number one recommendation for the improvement of secondary education by the Afghan educational leaders interviewed in this survey. This is a sound and logical approach to program improvement. As soon as the objectives are defined and clarified, consideration may be given to such questions as the following:

1. What subjects and courses of study will best meet the adopted objectives?

2. What should be the appropriate order, sequence, and relationships of subjects or courses of study within the curriculum?

3. What can be done to adapt this program of study to individual needs and to individual differences?

4. How can electives be introduced into the curriculum to meet the many problems identified by Afghan leaders in Tables 6.7 and 6.8?

The development of a good curriculum to meet the needs of the nation, of the communities, and of the individuals is a major undertaking in any country, and in any school system. The Committee on Secondary Education, or one which may be appointed to replace it for this purpose, will have a most significant contribution to make to the future of education in Afghanistan.

Approximately one fourth of the curriculum is devoted to four languages. Each one has a significant part to play in the program, but a question should be considered with regard to such a large proportion of the time being devoted to this one field. One valid argument in the support of a foreign language was given by a tenth grade student at Ghaizi College, "I like to study English because there are so many books available in this language and I can read and learn so many more ideas." This statement was repeated many times by both teachers and pupils during the visitations to many schools in the nation. Recognition of the importance of a foreign language is also given by the many requests received by the Institute of Education for assistance in English. This list, as reported by the Institute,[1] includes requests for English teachers from the following:

1. Kabul Air Training School
2. Meteorological School
3. Aryana
4. Faculty of Medicine
5. Women's Faculties
6. Faculty of Law
7. Nurses' School
8. Midwives School
9. Male Nurses' School
10. Ministry of Finance
11. Foreign Ministry
12. Princes
13. Police Academy
14. Rural Development Commission
15. United Nations
16. ICA
17. Shpe DMA
18. AAA, Kandahar
19. Ministry of Agriculture
20. Private individuals

It is obvious that there is an ever increasing interest on the part of individuals and groups in Afghanistan to learn English. These many requests indicate not only an interest but an immediate demand for English language training. Evidently the English language training program has been sound for it has gained the approval of many institutions and agencies in Afghanistan.

Imperative Need Number Six: to adapt the administrative organization of secondary education at all levels for the maximum attainment of the objectives in all provinces.

It is the purpose of administration to facilitate the accomplishments of the objectives. A framework must be provided and an organization must be established. Furthermore, there must be an appropriate delegegation of responsibility with commensurate authority granted to responsible school administrators. This is essential in order to implement the adopted curriculum and program of education for the achievement of the desired outcomes. A modification of objectives, and a modification of the curriculum always entail appropriate changes in the administrative

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[1] From a letter given to the Team by Dr. Gerry Dykstra, Head of the English Teaching Division, Columbia University Contract Team

organization designed to facilitate these changes. This will undoubtedly be true in Afghanistan. Consideration may be given to the following:

1. A department of school administration in the Ministry of Education would facilitate many problems in the administration of the school system.

2. It may be desirable to re-examine the purpose and function of the Department of Inspection (or supervision) both within the Ministry of Education and in the several provinces. The Department is to be commended for steps already taken to have the policies, rules, and regulations studied by The Institute of Education and Columbia University Consultants. A further study may be desirable following a re-statement of objectives and curriculum reorganization.

3. The duties and responsibilities of the Headmasters will need to be clearly defined in relation to the modified or adapted program of education. These should be stated in broad, general terms, with sufficient freedom within the defined responsibilities to exercise professional judgment on matters of local concern and for general efficiency and economy of operation.

4. Essential changes may need to be made in the administration and operation of each school for the implementation of the approved curriculum. For example, if electives are introduced into the program, what new problems will this present for solution, such as, pupil guidance, scheduling of classes, and many other related problems?

5. Consideration should be given to the establishment of a pre-service training program for school administrators. This would probably become a function of the Institute of Education.

6. In-service workshops and advanced training programs should be developed for headmasters and other school administrators. This might be developed cooperatively between the Institute of Education and the Ministry of Education.

7. Provision should be made for the development of administrative guides and manuals.

8. The total recommendations of this report with respect to technicians in the various areas of education will, when implemented, make available to the Ministry of Education a resource panel that would provide manpower assistance in the execution of the desired program. Furthermore, they will assist in the identification of the best in the research programs and in the work of the Institute of Education for implementation throughout the provinces. Additional manpower will be needed to assist in making the studies essential to implement the recommendations of this report.

9. Consideration should be given to the development of a joint Ministry-contract team to make a comprehensive study of mechanized record systems, auxiliary and support services, essential commodities, program planning and policy development procedures, job descriptions and emerging staffing needs, and related matters involved in administrative programming. Matters of personnel selection are to be excluded. Attention should be given to a systematic system of records and reports, pupil progress reports, permanent records of pupil achievement, reporting to parents, and other related statistical data.

Imperative Need Number Seven: to develop a supervisory program for the improvement of instruction.

His Excellency, Dr. Popol, indicated a shifting of emphasis from "inspection" to "supervision" during a meeting with the Survey Team. This new emphasis is to be highly commended. However, it will entail many new problems which must be given careful consideration. The following may be suggestive:

1. The transition from "inspection" to "supervision" cannot be made all at one time. Of necessity it will be a process of change, a gradual change from one to the other as new understandings and new responsibilities are conceived and implemented.

2. The purpose, nature and function of supervision within the adopted philosophy and objectives of education, and within the administrative framework of the educational program needs to be carefully studied and developed.

3. The function of supervision will be realized only to the extent that the supervisors understand it, and have the understandings essential for its implementation. It is suggested that an annual workshop for supervisors be inauguarated in order to make the supervisory program practical and functional.

4. The function of supervision may be implemented in many ways. A small part of it may be individual classroom visitations and working with individual teachers. Much of it may be accomplished through group meetings carefully planned in terms of problems of immediate concern to the teachers. Participation in and contributions to teacher workshops in the provinces, and in the villages, may become an important and significant function of supervisors.

5. The opportunity needs to be provided in which headmasters and teachers can develop their own teaching ability, and to work in ways consistent with general principals, techniques, and procedures best adapted to their individual needs. Good supervision helps teachers and administrators to develop ways of work which

represent their own individuality, within a general framework of accepted and approved policy and practice.

Imperative Need Number Eight: To design and construct buildings which will accommodate increased enrollments and which will contribute to the development of the desired curriculum and the achievement of the adopted objectives.

A severe shortage of buildings for secondary education purposes exists in Afghanistan. Lack of money prevented the construction of buildings as proposed in the five year plan. Only additions and improvements have been made. It is the proposal of the President of Secondary Education that the new five year plan provide for the construction of buildings which were included in the first year proposal, plus those which would normally be included in the second year plan. The need is evident, and the plan should be carried out, if at all possible. There should be a good secondary school in each province. Provision should be made to accommodate both an academic curriculum and a vocational program adapted to the needs of the province. Students desiring special vocational training with more highly developed skills should continue to be sent to the vocational schools in Kabul.

It must be remembered that a building is not an end in itself, but a means to an end. It should be designed to provide for the housing of the desired curriculum and for the achievement of the adopted objectives in the most satisfactory manner possible. For example, a science laboratory should have appropriate work areas for the number of students to be enrolled in the subject. It should have water, drainage or sewage disposal, and other facilities appropriate to the respective science. All rooms should have adequate natural light, without glare and without direct sunlight. Library and reading rooms should be appropriately designed and be of adequate size and shape. Auditoriums are very desirable, provided it is possible to finance them.

It is suggested that buildings be designed in terms of the appropriate curriculum or program of studies in each province, and that common features be established for the warm climate and for the cold climate. Construction of all new secondary schools should then be made after the purposes and curriculum of the school have been determined, and following the designing of a building to meet these respective needs.

Imperative Need Number Nine: to develop methods and techniques for the improvement of the lines of communication at all levels of educational endeavor.

A two-way communication for an appreciative and intelligent understanding of information and of problems of mutual interest is a matter of concern to all school leaders. The local and provincial administrators must understand fully and completely the rules and regulations of the Ministry of Education, and the decisions being

made which concern the organization, administration, and operation of the schools. It is of equal importance that the Ministry of Education understand fully and completely the efforts being made in the schools of the nation to improve educational opportunity for children, and of the problems which must be solved to (1) implement the rules and regulations of the Ministry of Education, and (2) improve education in each community and in each province.

Excellent efforts have been made in recent years to improve the lines of communication for a better educational program. Among other things, this includes the annual meeting of the provincial directors of education called by His Excellency, the Minister of Education. The committees appointed to assess the purposes and needs of education, and to propose recommendations for meeting these needs and purposes is to be highly commended, especially with committee representation from both the Ministry of Education and school administrators in the Kabul area. The Inspectors from the Ministry of Education to the provinces also contribute much to this two-way communication between the local schools and the Ministry of Education.

As in all countries, however, many factors contribute to a breakdown of the lines of communication for intelligent understanding, and a resulting misinformation, misunderstanding, delay in decision making on pressing problems. Every effort should be made to keep such factors at a minimum. Consideration may be given to the following:

1. To the extent that finances permit, trained secretarial assistance should be provided in the provinces and in the Ministry of Education.

2. Planning, program development, and evaluation committee meetings should be held in the provinces and for the nation to the extent that such meetings can be held.

3. All decisions of import should be made after consultation with those who are affected by that decision, or who have a significant contribution to make to the decision.

4. All decisions, regardless of the level, should be communicated fully and completely to those who are affected by them; and such information should be communicated at the earliest possible moment.

5. The artistry of administrative leadership is dependent, in part, upon the ability to delegate responsibility with commensurate authority.

6. Many schools have developed noteworthy programs, innovations in the curriculum, and working relationships with parents and the community. These excellent examples of leadership need to be communicated with other teachers, with other schools, and with leaders in other provinces.

Achievements of the Five Year Plan

It is one thing to plan a program of improvement; it is quite a different thing to achieve the desired results. In Afghanistan there is material evidence that the plan is being executed. Although it has been impossible to develop all aspects of the plan as originally conceived, much has been achieved. The list of achievements includes the following:

1. The special budget appropriated by the Government in support of the five year plan for economic development, including education.
2. The development and improvement of the teacher training program.
3. The tripling of the number of teachers in the past three years.
4. The Institute of Education.
5. The introduction of handicrafts, and local crafts, into the program of many of the schools of the provinces.
6. The opening of rural schools in the provinces.
7. The efforts made to plan and to open new school buildings in the provinces.
8. The recognition made of the contributions available from friendly countries, and the coordination of this support for the development of the program.

Teacher Training

Marked progress has been made in the training program for teachers, both pre-service and in-service. The program of the teacher training school in Kabul has been expanded and improved, three new teacher training schools have been created in the provinces, and a fourth is being planned. Steps have been taken to train many new teachers needed in the nation, and to improve the quality of that training through the leadership of the Institute of Education and the consultative services and support of Teachers College, Columbia University.

At the same time, the improvement of teachers-in-service may be noted. The summer and the winter workshops are contributing a very note-worthy service to the nation. The extension of these workshops to some of the provinces is also evidence of the effort to provide additional training to more teachers, and at convenient locations.

Institute of Education

The formation of the Institute of Education provided an essential service in one of the most critical areas of the educational program. The contributions of the Institute to pre-service education (Darul Mo'Allameins and the University program) and the in-service programs for teacher improvement have been noted above. Other general areas of interest and activity include leadership training, educational materials, with emphasis on textbooks, research and evaluation, general curriculum development, and educational administration and supervision, and an extensive English training program.

Vocational Education

Recognition has been given to the national needs for skilled

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PUBLIC SCHOOL EDUCATION IN AFGHANISTAN

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Ralph Purdy
Helen Trager
Louis Peek
William Hart

PUBLIC SCHOOL EDUCATION

IN

A F G H A N I S T A N

A Survey of Needs

and
Proposals for Development

by

THE PUBLIC SCHOOL SURVEY AND PLANNING TEAM

ICA Contract No. 206-69-058

UNITED STATES OPERATIONS MISSION
TO AFGHANISTAN

LETTER OF TRANSMITTAL

The Public School Survey and Planning Team is pleased to submit to the United States Operation Mission to Afghanistan, and through the Mission to His Excellency, Dr. Ali Ahmed Popol, Minister of Education, this survey report entitled, "Public School Education in Afghanistan."

Education is a vital force in the life of an individual and in the growth of a nation. Scientific and technological developments within the past decade have affected the political, economic and social life of every nation in the world. It is to be anticipated that the developments within the next decade will have even greater impact upon the people and upon nations.

Afghanistan initiated a five year plan for educational improvement in 1956. It was one of the first major efforts in the country to adapt the educational program to the changes in the economic and industrial development of the nation.

A second five year plan has been proposed. Committees have been formed to study the needs, to analyze ways in which the needs may be met, and to propose a program of action to meet these needs. The Public School Survey and Planning Team was organized to assist in the development of this continuing plan for program improvement.

The following report presents the analysis and the recommendations of the Survey Team. A large number of Afghans have been involved in the study, and their constructive suggestions have made a significant contribution to the study. The report is not intended to be conclusive, but rather suggestive of a process which will facilitate problem solving by Afghans on critical issues of the total educational program.

Respectfully submitted,

The Public School Survey and
Planning Team
Ralph D. Purdy, Chief of Party

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